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IDENTIFIERS	*Dade County Public Schools FL

ABSTRACT

This document combines and consolidates the following statistical reports published separately prior to 1983-84: (1) "The Status of Education" (formerly the Superintendent's Annual Statistical Report); (2) "Selected Statistical Information--Individual Dade County Public Schools"; (3) "Ethnic Characteristics of Students and Staff"; and (4) "Comparative Staffing and Salary Statistics for Dade and Other Large School Systems." This report presents in summary fashion, statistical information on the status of public education in Dade County in terms of organization, educational programs and services, achievement, and other outcomes of schooling. Also included are multi-year statistics on student population, staff, finances, and a summary of the results of program evaluations conducted during calendar year 1984. Comparative studies between Dade County and the 20 largest school districts in the United States with regard to staffing levels, salaries and expenditure per pupil are included. This document is a districtwide overview intended to serve as a companion document to the "District and School Profiles, 1984-85." In addition, this report contains information on the indicators of educational and other achievements that will serve as baseline data for planning purposes in the development of the District Comprehensive Plan. (JAZ)

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DCPS

Statistical Abstract
1984-85

ED273643

MORNINGSIDE ELEMENTARY
SCHOOL

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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DADE COUNTY PUBLIC SCHOOLS
Miami, Florida

OFFICE OF EDUCATIONAL ACCOUNTABILITY

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STATISTICAL ABSTRACT

1984-85

Dade County Public Schools
Office of Educational Accountability
1450 Northeast Second Avenue
Miami, Florida 33132
June 1985

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INTRODUCTION

This document combines and consolidates several statistical reports published separately prior to 1983-84. The reports that this document replaced are: (1) The Status of Education (formerly the Superintendent's Annual Statistical Report), (2) Selected Statistical Information - Individual Dade County Public Schools, (3) Ethnic Characteristics of Students and Staff, and (4) Comparative Staffing and Salary Statistics for Dade and Other Large School Systems.

The purpose of this report is to present, in summary fashion, statistical information on the status of public education in Dade County in terms of organization, educational programs and services, achievement, and other outcomes of schooling. Also included are multi-year statistics on student population, staff, finances, and a summary of the results of program evaluations conducted during calendar year 1984. The report also provides a means of comparison between Dade and the twenty largest school districts in the United States with regard to staffing levels, salaries, and expenditures per pupil.

This report is intended to serve as a companion document to the District and School Profiles, 1984-85, published in January 1985. While the District and School Profiles provides statistical information describing some of the more important characteristics of individual schools in the Dade County Public School system, this document provides a districtwide overview.

The Accountability Act of 1976 specifies that each school district is required to make a public report on the status of education within the district, with certain data elements designated by law. This document is intended to meet this statutory requirement. In addition, this report contains information on the indicators of educational and other achievements that will serve as baseline data for planning purposes in the development of the District Comprehensive Plan.

Questions or comments regarding this report should be directed to Dr. Norbert Aguiar, Coordinator, Department of Management Analysis; telephone number 376-1506.

ORGANIZATION OF THE SHOOL SYSTEM AND GENERAL INFORMATION

DADE COUNTY SCHOOL SUPERINTENDENTS - GROWTH INDICATORS

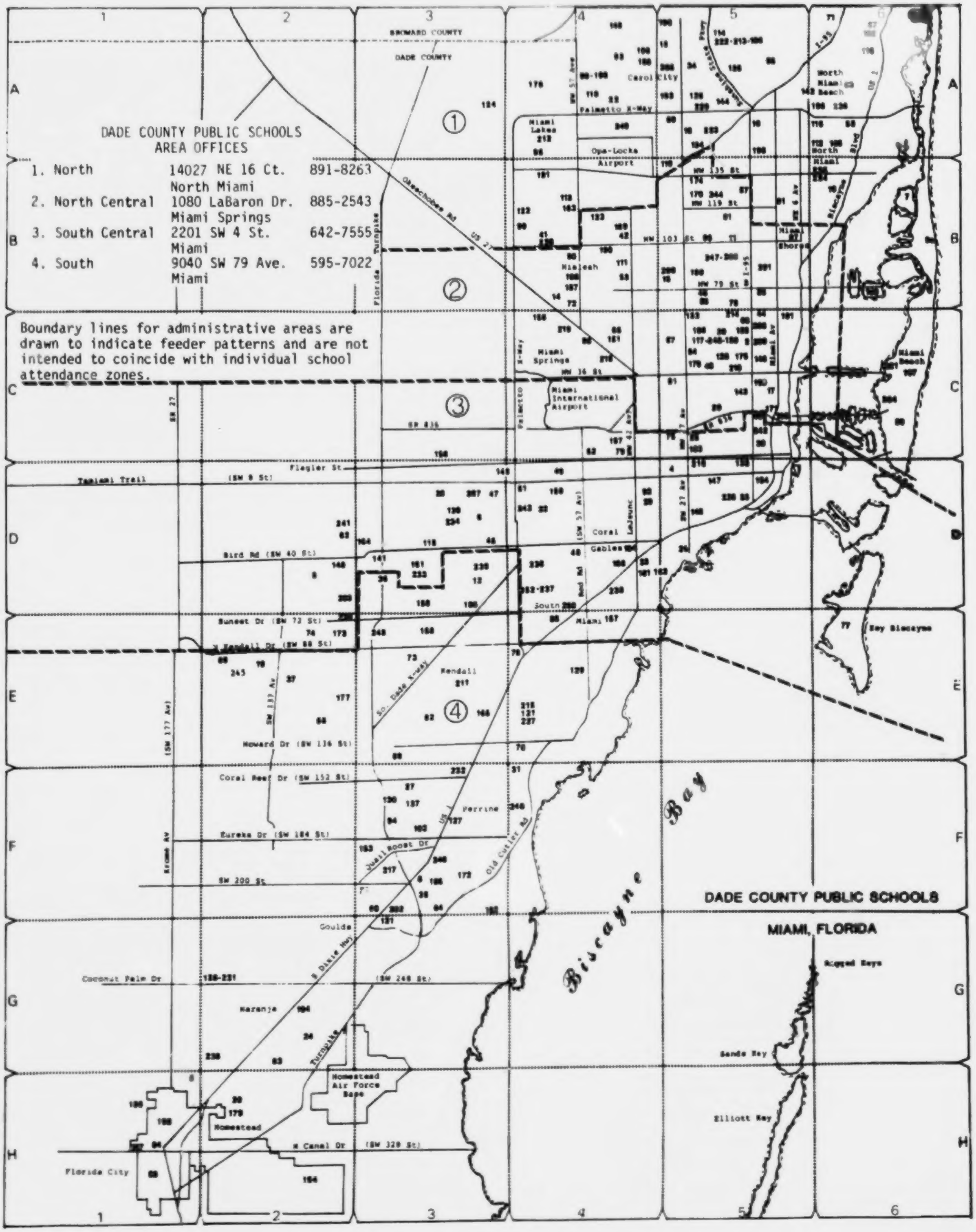
Year	Superintendents		School Centers	Student Membership*	Classroom Teachers	Teachers' Average Salaries
1869-70	W. H. Benest		A state school system was established in Florida in 1869 but no schools were maintained in Dade County until 1886. The first school, built in Lake Worth, had one room, one teacher paid about $175, and 10 pupils.			
1871-72	Octavius Aimar					
1885-86	C. H. Lum					
1887-88	A. E. Heyser					
1889-90	E. Gale					
1890-91	J. Clemlnson					
1892-93	E. R. Bradley	Jan 1893 - Apr 1895	11	130	11	$ 222
1895-96	E. C. White	Jun 1895 - May 1896		310	18	269
1896	W. L. Widmeyer (acting Supt., May - Dec 1896); year railroad arrived in Miami					
1899-1900	Z. T. Merritt	Jan 1897 - Jan 1905		576	35	292
1905-08	R. E. Hall	Jan 1905 - Jan 1921		1,759	94	364
1911-12				2,041	103	383
1920-21	C. M. Fisher	Jan 1921 - Jan 1937	26	6,738	277	905
1923-24			37	10,641	407	1,119
1930-31			57	24,108	842	1,267
1935-36				30,172	1,102	1,252
1940-41	J. T. Wilson	Jan 1937 - Jan 1953	70	38,485	1,367	1,363
1950-51			83	64,964	2,462	3,492
1955-56	W. R. Thomas	Jan 1953 - Jan 1957	125	109,779	4,242	4,325
1960-61	Joe Hall	Jan 1957 - Jan 1968	184	163,657	6,343	5,536
1965-66			208	202,124	8,100	7,483
1967-68	E. L. Whigham	Jan 1968 - Dec 1976	213	217,947	8,867	8,300
1973-74			239	244,568	10,552	11,886
1976-77	L. M. Britton	Dec 1976 - Jun 1977	250	240,248	11,710	13,356
1977-78	J. L. Jones	Jun 1977 - Feb 1980	253	235,123	11,121	15,679
1978-79			249	228,592	11,066	16,042
1979-80	L. M. Britton	acting Superintendent Feb. 1980 - May 1980; appointed May 1980	246	226,155	11,024	17,508
1980-81			248	232,951	11,602	18,885
1981-82			249	224,580	11,704	20,316
1982-83			251	222,058	11,856	22,621
1983-84			250	223,854	12,350	23,834
1984-85			252**	228,062	12,334	25,392

*First month membership except for years prior to 1930 for which ADA (average daily attendance) figures are reported. After 1973-74, totals include students enrolled in off-campus programs for alternative and exceptional education.

**Includes special education centers (Cooper and Merrick).

Source: Historical records, Office of Educational Accountability.

SCHOOL DISTRICT MAP


BROWARD COUNTY
DADE COUNTY
①
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A
B
C
D
E
F
G
H
1
2
3
4
5
6
Carol City
Palmetto X-Way
Miami Lakes
Opa-Locka Airport
North Miami Beach
North Miami
Okeechobee Rd
US 27
Florida Turnpike
Hialeah
Miami Shores
Miami Springs
NW 36 St
Palmetto X-Way
Miami International Airport
SR 836
Miami Beach
Flagler St
Tamiami Trail
(SW 8 St)
SR 27
Coral Gables
LeJeune
Bird Rd (SW 40 St)
South Miami
Sunset Dr (SW 72 St)
N Kendall Dr (SW 88 St)
Kendall
So. Dade X-Way
Key Biscayne
SW 137 Av
(SW 177 Av)
Howard Dr (SW 136 St)
Coral Reef Dr (SW 152 St)
Perrine
US 1
Eureka Dr (SW 184 St)
Quail Roost Dr
Old Cutler Rd
SW 200 St
Krome Av
Goulds
Biscayne Bay
Coconut Palm Dr
(SW 248 St)
Naranja
S Dixie Hwy
Turnpike
Homestead Air Force Base
Homestead
N Canal Dr
(SW 328 St)
Florida City
Ragged Keys
Sands Key
Elliott Key

DADE COUNTY PUBLIC SCHOOLS
AREA OFFICES

1. North	14027 NE 16 Ct. North Miami	891-8263
2. North Central	1080 LaBaron Dr. Miami Springs	885-2543
3. South Central	2201 SW 4 St. Miami	642-7555
4. South	9040 SW 79 Ave. Miami	595-7022

Boundary lines for administrative areas are drawn to indicate feeder patterns and are not intended to coincide with individual school attendance zones.

DADE COUNTY PUBLIC SCHOOLS

MIAMI, FLORIDA

DADE COUNTY PUBLIC SCHOOLS

MIAMI, FLORIDA

ELEMENTARY

1.	Air Base	12829 S.W. 272 At. (Hmstead.)	G-2
2.	Allapattah	4700 N.W. 12 Ave.	C-5
3.	Arcola Lake	1037 N.W. 81 St.	B-5
4.	Auburndale	3255 S.W. 6 St	D-5
5.	Avocado	16969 S.W. 294 St.(Hmstead.)	H-1
6.	Banyan	3060 S.W. 85 Ave.	D-3
7.	Bay Harbor	1165 94 St.(Bay Harb. Isl. M.B.)	B-6
8.	Bel-Aire	10205 S.W. 194 St.	F-3
9.	Biscayne	800 77 St. (M. Beach)	B-6
9a.	Bent Tree	4861 S.W. 140 Avenue	E-4
10.	Biscayne Gardens	560 N.W. 151 St.	A-5
11.	Blanton	10327 N.W. 11 Ave.	B-5
12.	Blue Lakes	9250 S.W. 52 Terr.	D-3
13.	Brentwood	3101 N.W. 191 St. (Opa Locka)	A-5
14.	Bright	2530 W. 10 Ave. (Hialeah)	B-4
15.	Broadmoor	3401 N.W. 83 St.	B-5
16.	Bryan	1200 N.E. 125 St.(N. Miami)	B-6
17.	Buena Vista	3001 N.W. 2 Ave.	C-5
18.	Bunche Park	16001 Bunche Dr. (Opa Locka)	A-5
19.	Calusa	9580 Calusa Club Drive West	E-2
20.	Campbell Drive	30700 S.W. 157 Ave.	H-2
21.	Caribbean	11990 S.W. 200 St.	F-3
22.	Carol City	4375 N.W. 173 Dr. (Opa Locka)	A-4
23.	Carver	238 Grand Ave. (Coconut Grove)	D-4
24.	Chapman	27190 S.W. 140 Ave.	G-2
25.	Citrus Grove	2121 N.W. 5 St.	C-5
26.	Coconut Grove	3351 Matilda St.	D-5
27.	Colonial Drive	10755 S.W. 160 St.	F-3
28.	Comstock	2420 N.W. 18 Ave.	C-5
29.	Coral Gables	105 Minorca Ave. (C. Gables)	D-4
30.	Coral Park	1225 S.W. 97 Ave.	D-3
31.	Coral Reef	7955 S.W. 152 St.	F-4
32.	Coral Terrace	6801 S.W. 24 St.	D-4
33.	Coral Way	1950 S.W. 13 Ave.	D-5
34.	Crestview	2201 N.W. 187 St. (Opa Locka)	A-5
35.	Cutler Ridge	20210 Coral Sea Road	F-3
36.	Cypress	5400 S.W. 112 Court	D-3
37.	Devon Aire	10501 S.W. 122 Ave.	E-2
38.	Douglas	314 N.W. 12 St.	C-5
39.	Drew	1775 N.W. 60 St.	C-5
40.	Dunbar	505 N.W. 20 St.	C-5
41.	DuPuis	1150 W. 59 Pl. (Hialeah)	B-4
42.	Earhart	5987 E. 7 Ave. (Hialeah)	B-4
43.	Earlington Height	4750 N.W. 22 Ave.	C-5
44.	Edison Park	500 N.W. 67 St.	C-5
45.	Emerson	8001 S.W. 36 St.	D-3
46.	Evans	1895 N.W. 75 St.	B-5
47.	Everglades	8375 S.W. 16 St.	D-3
48.	Fairchild	5757 S.W. 45 St.	D-4
49.	Fairlawn	444 S.W. 60 Ave.	D-4
50.	Fienberg	1420 Washington Ave. (M. Beach)	C-6
51.	Flagami	920 S.W. 76 Ave.	D-4
52.	Flagler	5222 N.W. First St.	C-4
53.	Flamingo	701 E. 33 St. (Hialeah)	B-4
54.	Floral Heights	5120 N.W. 24 Ave.	C-5
55.	Florida City	364 N.W. 6th Ave. (Fla. City)	H-1
56.	Floyd, Gloria	12650 S.W. 109 Ave.	E-2
57.	Franklin	13100 N.W. 12 Ave.	B-5
58.	Fulford	16140 N.E. 18 Ave. (N. Miami B.)	A-6
59.	Golden Glades	16520 N.W. 28 Ave. (Opa Locka)	A-5
60.	Goulds(Closed 1983-84)	21300 S.W. 122 Ave. (Goulds)	F-3
61.	Gratigny	11905 N. Miami Ave.	B-5
62.	Greenglades	3060 S.W. 127 Ave.	D-2
63.	Greynolds Park	1536 N.E. 179 St. (N. Miami B.)	A-6
64.	Gulfstream	20900 S.W. 97 Ave.	F-3
65.	Hialeah	550 E. 8 St. (Hialeah)	C-4
66.	Hibiscus	18701 N.W. 1 Ave. (N. Miami B.)	A-5
67.	Highland Oaks	20500 N.E. 24 Ave. (N. Miami B.)	A-6
68.	Holmes	1175 N.W. 67 St.	C-5
69.	Hoover	9050 Hammock Blvd.	E-2
70.	Howard Drive	7750 S.W. 136 St.	E-4
71.	Ives	20770 N.E. 14 Ave. (N. Miami B.)	A-6
72.	Johnson	735 W. 23 St. (Hialeah)	B-4
73.	Kendale	10693 S.W. 93 St.	E-3
74.	Kendale Lakes	8000 S.W. 142 Ave.	E-2
75.	Kensington Park	711 N.W. 30 Ave.	C-5
76.	Kenwood	9300 S.W. 79 Ave.	E-4
77.	Key Biscayne	150 W. McIntire St. (Key Bisc.)	E-6
78.	King	7124 N.W. 12 Ave.	B-5
79.	Kinloch Park	4275 N.W. First St.	C-4
80.	Lake Stevens	5101 N.W. 183 St. (Opa Locka)	A-4
81.	Lakeview	1290 N.W. 115 St.	B-5
82.	Leewood	10343 S.W. 124 St.	E-3
83.	Leisure City	14950 S.W. 288 St. (Hmstead.)	G-2
84.	Lewis	505 S.W. 8 St. (Hmstead.)	H-1
85.	Liberty City	1855 N.W. 71 St.	B-5
86.	Little River	514 N.W. 77 St.	B-5
87.	Lorah Park	5149 N.W. 31 Ave.	C-5
88.	Ludlam	6639 S.W. 74 St. (S. Miami)	E-4
89.	Martin	14250 Boggs Dr. (Richmond Heights)	E-3
90.	Meadowlane	4280 W. 8 Ave. (Hialeah)	B-4
91.	Melrose	3050 N.W. 35 St.	C-5
92.	Merrick	39 Zamora Ave. (Coral Gables)	D-4
93.	Miami Gardens	4444 N.W. 195 St.	A-4
94.	Miami Heights	17661 S.W. 117 St.	F-3
95.	Miami Lakes	14250 N.W. 67 Ave.	A-4
96.	Miami Park	2225 N.W. 103 St.	B-5
97.	Miami Shores	10351 N.E. 5 Ave.	B-5
98.	Miami Springs	51 Park St. (M. Springs)	C-4
99.	Milam	6020 W. 16 Ave.(Hialeah)	B-4
100.	Miramar	109 N.E. 19 St.	C-5
101.	Morningside	6620 N.E. 5 Ave.	C-5
102.	Moton	18050 Homestead Ave. (Perrine)	F-3
103.	Myrtle Grove	3125 N.W. 176 St. (Opa Locka)	A-5
104.	Naranja	13990 S.W. 264 St. (Naranja)	G-2
105.	Natural Bridge	1650 N.E. 141 St. (N. Miami)	A-6
106.	Norland	19340 N.W. 8 Court	A-5
107.	North Beach	4100 Prairie Ave. (M. Beach)	C-6
108.	North Carol City	19010 N.W. 37 Ave. (Opa Locka)	A-4
109.	North County	3250 N.W. 207 St. (Opa Locka)	A-5
110.	North Glade	5000 N.W. 177 St. (Opa Locka)	A-4
111.	North Hialeah	4251 E. 5 Ave. (Hialeah)	B-4
112.	North Miami	665 N.E. 145 St. (N. Miami)	A-5,6
113.	North Twin Lakes	625 W. 74 Pl. (Hialeah)	B-4
114.	Norwood	19810 N.W. 14 Court	A-5
115.	Oak Grove	15640 N.E. 8 Ave. (N. Miami B.)	A-6
116.	Ojus	18600 Dixie Hwy. (Ojus)	A-6
117.	Olinda	5536 N.W. 21 Ave.	C-5
118.	Olympia Heights	9797 S.W. 40 St.	D-3
119.	Opa-Locka	600 Ahmad St. (Opa Locka)	B-5
120.	Orchard Villa	5720 N.W. 13 Ave.	C-5
121.	Palmetto	12401 S.W. 74 Ave.	E-4
122.	Palm Lakes	7450 W. 16 Ave. (Hialeah)	B-4
123.	Palm Springs	6304 E. First Ave. (Hialeah)	B-4
124.	Palm Springs N.	17615 N.W. 82 Ave. (Hialeah)	A-3
125.	Parkview	17631 N.W. 20 Ave. (Opa-Locka)	A-5
126.	Parkway	1320 N.W. 188 St.	A-5
127.	Perrine	8851 S.W. 168 St.	F-3
128.	Pharr	2000 N.W. 46 St.	C-5
129.	Pinecrest	10250 S.W. 57 Ave.	E-4
130.	Pine Lake	16700 S.W. 109 Ave.	F-3
131.	Pine Villa	21799 S.W. 117 Ct. (Goulds)	G-3
132.	Poinciana Park	6745 N.W. 23 Ave.	C-5
133.	Thena Crowder	757 N.W. 66 St.	C-5
134.	Rainbow Park	15355 N.W. 19 Ave. (Opa-Locka)	A-5
135.	Redland	24701 S.W. 162 Ave. (Hmstead.)	G-2
136.	Redondo	18480 S.W. 304 St. (Hmstead.)	H-1
137.	Richmond	16929 S.W. 104 Ave.	F-3
138.	Riverside	221 S.W. 12 Ave.	D-5
139.	Rockway	2790 S.W. 93 Court	D-3
140.	Royal Green	13047 S.W. 47 St.	D-2
141.	Royal Palm	4200 S.W. 112 Court	D-3
142.	Sabal Palm	17101 N.E. 7 Ave. (N. Miami B.)	A-5,6
143.	Santa Clara	1051 N.W. 29 Terr.	C-5
144.	Scott Lake	1160 N.W. 175 St.	A-5
145.	Seminole	121 S.W. 78 Place	D-3
146.	Shadowlawn	149 N.W. 49 St.	C-5
147.	Shenandoah	1023 S.W. 21 Ave.	D-5
148.	Silver Bluff	2609 S.W. 25 Ave.	D-5
149.	Skyway	4555 N.W. 206 Terr. (Opa-Locka)	A-4
150.	Snapper Creek	10151 S.W. 64 St.	D-3
151.	South Hialeah	265 E. 5 St. (Hialeah)	C-4
152.	South Miami	6800 S.W. 60 St. (S. Miami)	D-4
153.	S. Miami Heights	12231 S.W. 190 Terr.	F-3
154.	Southside	45 S.W. 13 St.	D-5
155.	Springview	1122 Blue Bird Ave. (M. Springs)	C-4
156.	Stirrup	330 N.W. 97 Ave.	C-3
157.	Sunset	5120 S.W. 72 St. (S. Miami)	E-4
158.	Sunset Park	10235 S.W. 84 St.	E-3
159.	Sylvania Heights	5901 S.W. 16 St.	D-4
160.	Treasure Island	7540 E. Treasure Dr. (M. Beach)	D-6
161.	Tropical	4545 S.W. 104 Ave.	D-3
162.	Tucker	3500 Douglas Road	D-5
163.	Twin Lakes	6735 W. 5 Pl. (Hialeah)	B-4
164.	Village Green	12265 S.W. 34 St.	D-3
165.	Vineland	8455 S.W. 119 St.	E-3
166.	Walters	650 W. 33 St. (Hialeah)	B-4
167.	West Homestead	1550 S.W. 6 St. (Hialeah)	H-1
168.	West Laboratory	5300 Carillo (C. Gables)	D-[illegible]
169.	West Little River	2450 N.W. 84 St.	B-5
170.	Westview	2101 N.W. 127 St. (N. Miami)	B-5
171.	Wheatley	1801 N.W. First Pl.	C-5
172.	Whispering Pines	18929 S.W. 89 Rd.	F-3
173.	Winston Park	7900 S.W. 132 Ave.	E-2
174.	Young	14120 N.W. 24 Ave. (Opa-Locka)	B-5

SECONDARY

175.	Allapattah Jr.	1331 N.W. 46 St.	C-5
176.	American Sr.	18350 N.W. 67 St.	A-4
177.	Arvida Jr.	10900 S.W. 127 Ave.	E-2
178.	Brownsville Jr.	4899 N.W. 24 Ave.	C-5
179.	Campbell Drive Jr.	31110 S.W. 157 Avenue (Hmstead.)	H-2
180.	Carol City Jr.	3737 N.W. 188 St. (Opa-Locka)	A-4
181.	Carver Jr.	4901 Lincoln Dr. (Coconut Grove)	D-4
182.	Centennial Jr.	8601 S.W. 212 St.	F-3
183.	Citrus Grove Jr.	2153 N.W. 3 St.	C-5
184.	Coral Gables Sr.	450 Bird Rd. (Coral Gables)	D-4
185.	Cutler Ridge Jr.	19400 S.W. 97 Ave.	F-3
186.	Drew Jr.	1801 N.W. 6C St.	C-5
187.	Filer Jr.	531 W. 29 St. (Hialeah)	B-4
188.	Glades Jr.	9451 S.W. 64 St.	D-3
189.	Hialeah Jr.	6027 E. 7 Ave. (Hialeah)	B-4
190.	Hialeah Sr.	251 E. 47 St. (Hialeah)	B-4
191.	Hialeah-M. Lakes Sr.	7977 W. 12 Ave. (M. Lakes)	B-4
192.	Highland Oaks Jr.	2375 N.E. 203 St.	A-6
193.	Homestead Jr.	650 N.W. 2 Ave. (Hmstead.)	H-1
194.	Homestead Sr.	16701 S.W. 344 St. (Hmstead.)	H-2
195.	Jefferson Jr.	525 N.W. 147 St.	A-5
196.	Kennedy Jr.	1075 N.E. 167 St. (N. Miami B.)	A-6
197.	Kinloch Park Jr.	4340 N.W. 3 St.	C-4
198.	Lake Stevens Jr.	18484 N.W. 48 Pl.	A-4
199.	Lee Jr.	3100 N.W. 5 Ave.	C-5
200.	Madison Jr.	3400 N.W. 87 St.	B-5
201.	Mann Jr.	8950 N.W. 2 Ave.	B-5
202.	Mays Jr.	11700 Hainlin Mill Dr. (Goulds)	F-3
203.	McMillan Jr.	13100 S.W. 59 St.	D-2
204.	Miami Beach Sr.	2231 Prairie Ave. (M. Beach)	C-6
205.	Miami Carol City Sr.	3422 N.W. 187 St. (Opa Locka)	A-5
206.	Miami Central Sr.	1781 N.W. 95 St.	B-5
207.	Miami Coral Park Sr.	8865 S.W. 16 St.	D-3
208.	M. Edison Middle	6100 N.W. 2 Ave	C-5
209.	M. Edison Sr.	6161 N.W. 5 Court	C-5
210.	M. Jackson Sr.	1751 N.W. 36 St.	C-5
211.	M. Killian Sr.	10655 S.W. 97 Ave.	E-3
212.	M. Lakes Jr.	6425 M. Lakeway Dr. (M. Lakes)	A-4
213.	M. Norland Sr.	1050 N.W. 195 St.	A-5
214.	M. Northwestern Sr.	7007 N.W. 12 Ave.	C-5
215.	Miami Palmetto Sr.	7460 S.W. 118 St.	E-4
216.	Miami Sr.	2450 S.W. First St.	D-5
217.	M. Southridge Sr.	19255 S.W. 114 Ave.	F-3
218.	M. Springs Jr.	150 S. Royal Poinciana (M. Springs)	C-4
219.	Miami Springs Sr.	751 Dove Ave. (M. Springs)	C-4
220.	M. Sunset Sr.	13125 S.W. 72 St.	E-2
221.	Nautilus Jr.	4301 N. Michigan Ave. (M. Beach)	C-6
222.	Norland Jr.	1235 N.W. 192 Terr.	A-5
223.	N. Dade Jr.	1840 N.W. 157 St. (Opa-Locka)	A-5
224.	N. Miami Jr.	13105 N.E. 7 Ave. (N. Miami)	B-6
225.	N. Miami Sr.	800 N.E. 137 St. (N. Miami)	B-6
226.	N.Miami Beach Sr.	1247 N.E. 167 St. (N. Miami B.)	A-6
227.	Palmetto Jr.	7351 S.W. 128 St.	E-4
228.	Palm Springs Jr.	1025 W. 56 Pl. (Hialeah)	B-4
229.	Parkway Jr.	2349 N.W. 175 St. (Opa-Locka)	A-4
230.	Ponce de Leon Jr.	5801 Augusta St. (Coral Gables)	D-4
231.	Redland Jr.	16001 S.W. 248 St. (Hmstead.)	G-2
232.	Richmond Heights Jr.	15015 S.W. 103 Ave.	F-3
233.	Riviera Jr.	10301 S.W. 48 St.	D-3
234.	Rockway Jr.	9393 S.W. 29 Terr.	D-3
235.	Shenandoah Jr.	1950 S.W. 19 St.	D-5
236.	S. Dade Sr.	28401 S.W. 167 Ave. (Hmstead.)	G-2
237.	S. Miami Jr.	6750 S.W. 60 St.	D-4
238.	S. Miami Sr.	6856 S.W. 53 St.	D-4
239.	Southwest Miami Sr.	8855 S.W. 50 Terr.	D-3
240.	Southwood Jr.	16301 S.W. 80 Ave.	F-4
241.	Thomas Jr.	13001 S.W. 26 St.	D-2
242.	Washington Jr.	1200 N.W. 6 Ave.	C-5
243.	West Miami Jr.	7525 S.W. 24 St.	B-5
244.	Westview Jr.	1901 N.W. 127 St.	B-5
245.	Hammocks Jr. (Opened 1984-85)	9889 Hammocks Blvd.	E-2

OPPORTUNITY SCHOOLS

246.	COPE Center North	1749 N.W. 54 St.	C-5
247.	COPE Center South	18861 S. Dixie Hwy. (Perrine)	F-3
248.	M. MacArthur Sr. N.	9601 N.W. 19 Avenue	B-5
249.	M. MacArthur Sr. S.	11035 S.W. 84 St.	E-3
250.	Mann Oppor. School	16101 N.W. 44 Ct.	A-4
251.	Youth Oppor. South	6135 S.W. 66 St. (S. Miami)	D-4

BEST COPY AVAILABLE

SCHOOLS BY ADMINISTRATIVE AREA
WITH WORK LOCATION NUMBER, GRADE ORGANIZATION,
AND FIRST MONTH MEMBERSHIP

NORTH AREA

LOCATION NUMBER	SCHOOL NAME	GRADE SPAN	MEMBERSHIP OCT.,1984
ELEMENTARY			
241	BAY HARBOR EL.	K-6	496
321	BISCAYNE EL.	K-6	555
361	BISCAYNE GARDENS EL.	PK-6	746
461	BRENTWOOD EL.	K-6	800
561	BRYAN, WILLIAM J. EL.	K-6	754
641	BUNCHE PARK EL.	K-6	488
681	CAROL CITY EL.	K-6	879
761	FIENBERG. L. D. EL.	K-6	1386
1161	CRESTVIEW EL.	K-6	509
1481	DUPUIS EL.	K-6	646
2081	FULFORD EL.	K-6	480
2161	GOLDEN GLADES EL.	K-6	463
2241	GRATIGNY EL.	K-6	707
2281	GREYNOLDS PARK EL.	K-6	525
2401	HIBISCUS EL.	PK-6	517
2441	HIGHLAND OAKS EL.	K-6	711
2581	IVES, MADIE EL.	K-6	387
2801	LAKE STEVENS EL.	K-6	638
3241	MIAMI GARDENS EL.	K-6	527
3281	MIAMI LAKES EL.	K-6	612
3421	MILAM, M. A. EL.	K-6	1141
3581	MYRTLE GROVE EL.	K-6	845
3661	NATURAL BRIDGE EL.	K-6	429
3701	NORLAND EL.	K-6	580
3741	NORTH BEACH EL.	K-6	750
3781	NO. CAROL CITY EL.	K-6	657
3821	NORTH COUNTY EL.	K-6	578
3861	NORTH GLADE EL.	K-6	586
3941	NORTH MIAMI EL.	K-6	766
3981	NORTH TWIN LAKES EL.	K-6	720
4001	NORWOOD EL.	PK-6	374
4021	OAK GROVE EL.	K-6	670
4061	OJUS EL.	K-6	279
4121	OPA LOCKA EL.	K-6	1050
4241	PALM LAKE EL.	K-6	762
4281	PALM SPRINGS NORTH EL.	K-6	917
4301	PARKVIEW EL.	K-6	510
4341	PARKWAY EL.	K-6	480
4541	RAINBOW PARK EL.	K-6	667
4801	SABAL PALM EL.	PK-6	593
4881	SCOTT LAKE EL.	K-6	493
5081	SKYWAY EL.	K-6	706
5481	TREASURE ISLAND EL.	K-6	518
5601	TWIN LAKES EL.	K-6	774
JUNIOR HIGH			
6051	CAROL CITY JR.	7-8	1006
6241	HIGHLAND OAKS JR.	7-9	1232
6281	JEFFERSON. T. J. JR.	7-9	1342
6301	KENNEDY, J. F. JR.	7-9	1211
6351	LAKE STEVENS JR.	7-8	993
6501	MIAMI LAKES JR.	7-9	1802
6541	NAUTILUS JR.	7-8	1286
6571	NORLAND JR.	7-9	1248
6591	NORTH DADE JR.	7-9	794
6631	NORTH MIAMI JR.	7-9	1501
6681	PALM SPRINGS JR.	6-9	2190
6721	PARKWAY JR.	7-9	1059
SENIOR HIGH			
7011	AMERICAN SR.	9-12	2347
7131	HIALEAH-MIAMI LAKES SR.	10-12	2274
7201	MIAMI BEACH SR.	9-12	2234
7231	MIAMI CAROL CITY SR.	9-12	1909
7381	MIAMI NORLAND SR.	10-12	1756
7541	NORTH MIAMI BEACH SR.	10-12	2487
7591	NORTH MIAMI SR.	10-12	2149
ALTERNATIVE SCHOOL			
8101	JAN MANN OPP NORTH	6-8	179

TOTAL, NORTH AREA 59,250

NORTH CENTRAL AREA

LOCATION NUMBER	SCHOOL NAME	GRADE SPAN	MEMBERSHIP OCT.,1984
ELEMENTARY			
81	ALLAPATTAH EL.	K,3-6	845
101	ARCOLA LAKE EL.	PK-6	930
401	BLANTON, VAN E.	K-5	827
481	BRIGHT, JAMES H. EL.	1-6	816
521	BROADMOOR EL.	K-3	727
601	BUENA VISTA EL.	K-3	663
881	COMSTOCK EL.	K-3	1015
1401	DREW, C. R. EL.	K-6	578
1521	EARHART, AMELIA EL.	K-6	483
1561	EARLINGTON HTS. EL.	K-3	499
1601	EDISON PARK EL.	K-4	900
1681	EVANS, LILLIE C. EL.	K-6	496
1921	FLAMINGO	K-6	772
1961	FLORAL HTS. EL.	K-6	461
2041	FRANKLIN, BENJAMIN EL.	K-6	808
2361	HIALEAH EL.	K-6	739
2501	HOLMES EL.	K-6	612
2531	CROWDER EL.	K-3	306
2621	JOHNSON, J.W. EL.	K	69
2761	KING, MARTIN LUTHER EL.	K-3	384
2821	LAKEVIEW EL.	K-6	665
2981	LIBERTY CITY EL.	K-6	592
3021	LITTLE RIVER EL.	K-5	1015
3041	LORAH PARK EL.	K-6	674
3141	MEADOWLANE EL.	K-5	1053
3181	MELROSE EL.	K,4-6	491
3301	MIAMI PARK EL.	K-6	911
3341	MIAMI SHORES EL.	K-6	1211
3381	MIAMI SPRINGS EL.	K-6	586
3461	MIRAMAR EL.	4-6	414
3501	MORNINGSIDE EL.	K-6	920
3901	NORTH HIALEAH EL.	K-6	636
4071	OLINDA EL.	K-6	537
4171	ORCHARD VILLA EL.	K-6	825
4261	PALM SPRINGS EL.	K-6	1000
4401	PHARR, KELSEY EL.	K,4-6	668
4501	POINCIANA PARK EL.	K-6	992
4841	SANTA CLARA EL.	K-2	539
4961	SHADOWLAWN EL.	K-4	846
5201	SOUTH HIALEAH EL.	K-6	1043
5361	SPRINGVIEW EL.	K-6	463
5711	WALTERS, MAE EL.	K-6	834
5861	WEST LITTLE RIVER EL.	K,4-6	690
5901	WESTVIEW EL.	K-6	653
5931	WHEATLEY, P. EL.	K-6	686
5971	YOUNG, NATHAN EL.	K-6	487
JUNIOR HIGH			
6011	ALLAPATTAH JR.	7-9	655
6031	BROWNSVILLE JR.	7-9	751
6141	DREW MIDDLE SCHOOL	7	842
6171	FILER, HENRY H. JR.	7-9	1373
6231	HIALEAH JR.	7-9	1183
6371	LEE, ROBERT E. JR.	7-9	623
6391	MADISON JR.	7-9	908
6411	MANN, HORACE JR.	6-9	1142
6481	MIA EDISON MID SCHOOL	5-8	1596
6521	MIAMI SPRINGS JR.	7-9	1642
6981	WESTVIEW JR.	7-9	1250
SENIOR HIGH			
7111	HIALEAH SR.	10-12	2589
7251	MIAMI CENTRAL SR.	10-12	1859
7301	MIAMI EDISON SR.	9-12	1942
7341	MIAMI JACKSON SR.	10-12	2229
7411	MIAMI NORTHWESTERN SR.	9-12	2182
7511	MIAMI SPRINGS SR.	10-12	1684
ALTERNATIVE SCHOOL			
7254	MIA. D. MAC ARTHUR NO.	9-12	283
8121	C.O.P.E. CENTER - N.	7-12	108

TOTAL, NORTH CENTRAL AREA 57,381

NOTE: Total does not include students enrolled in off-campus alternative and exceptional student education programs.

SOURCE: Fall Student Survey, October 1984, Office of Educational Accountability.

SCHOOLS BY ADMINISTRATIVE AREA
WITH WORK LOCATION NUMBER, GRADE ORGANIZATION, AND FIRST MONTH MEMBERSHIP

SOUTH CENTRAL AREA

LOCATION NUMBER	SCHOOL NAME	GRADE SPAN	MEMBERSHIP OCT., 1984
ELEMENTARY			
121	AUBURNDALE EL.	PK-6	780
201	BANYAN EL.	K-6	557
271	BENT TREE EL.	K-6	1086
721	CARVER, G. W. EL.	K-2	277
801	CITRUS GROVE EL.	K-5	1045
841	COCONUT GROVE EL.	K-6	331
961	CORAL GABLES EL.	K, 3-6	517
1001	CORAL PARK EL.	K-6	756
1081	CORAL TERRACE EL.	K-6	634
1121	CORAL WAY EL.	K-6	1026
1361	DOUGLAS EL.	K-3	701
1441	DUNBAR EL.	K-6	1007
1641	EMERSON EL.	K-6	546
1721	EVERGLADES EL.	K-6	847
1761	FAIRCHILD, D. EL.	K-6	1125
1801	FAIRLAWN EL.	K-6	639
1841	FLAGAMI EL.	K-6	819
1881	FLAGER, H. M. EL.	K-6	797
2261	GREENGLADE EL.	K-6	1019
2651	KENDALE LAKES EL.	K-6	961
2661	KENSINGTON PARK EL.	PK-6	899
2741	KEY BISCAYNE EL.	K-6	428
2781	KINLOCH PARK EL.	K-5	786
3061	LUDLAM EL.	K-6	313
3221	MERRICK EL.	K, 5-6	47
4091	OLYMPIA HTS. EL.	K-6	569
4681	RIVERSIDE EL.	K, 4-6	748
4721	ROCKWAY EL.	K-6	867
4741	ROYAL GREEN EL.	K-6	922
4761	ROYAL PALM EL.	K-6	774
4921	SEMINOLE EL.	K-6	936
5001	SHENANDOAH EL.	K-6	879
5041	SILVER BLUFF EL.	K-6	592
5241	SOUTH MIAMI EL.	K-6	273
5321	SOUTHSIDE EL.	K-6	481
5381	E. W. F. STIRRUP EL.	K-6	1166
5401	SUNSET EL.	K, 3-6	299
5441	SYLVANIA HTS. EL.	K-6	561
5521	TROPICAL EL.	PK-6	500
5561	TUCKER, F. S. EL.	K-6	523
5641	VILLAGE GREEN EL.	K-6	573
5831	WEST, HENRY S. LAB. EL.	K-6	392
5961	WINSTON PARK EL.	K-6	879
JUNIOR HIGH			
6071	CARVER, G. W. JR.	7	432
6091	CITRUS GROVE JR.	7-9	1307
6331	KINLOCH PARK JR.	6-9	1342
6441	H. D. MCMILLAN JR.	7-9	1262
6741	PONCE DE LEON JR.	8-9	971
6801	RIVIERA JR.	7-9	1326
6821	ROCKWAY JR.	7-9	1431
6841	SHENANDOAH JR.	7-9	1187
6881	SOUTH MIAMI JR.	7-9	943
6901	W. R. THOMAS JR.	7-9	1609
6911	WASHINGTON, B. T. JR.	7-9	708
6961	WEST MIAMI JR.	7-9	1259
SENIOR HIGH			
7071	CORAL GABLES SR.	10-12	2220
7271	MIAMI CORAL PARK SR.	10-12	2373
7461	MIAMI SR.	10-12	2411
7531	MIAMI SUNSET SR.	10-12	2526
7721	SOUTH MIAMI SR.	10-12	1833
ALTERNATIVE SCHOOL			
2861	YOUTH OPPORT. SCH. S.	K, 6-8	155
	TOTAL, SOUTH CENTRAL AREA		54,596

SOUTH AREA

LOCATION NUMBER	SCHOOL NAME	GRADE SPAN	MEMBERSHIP OCT., 1984
ELEMENTARY			
41	AIR BASE EL.	K-6	1121
161	AVOCADO EL.	K-5	496
261	BEL-AIRE EL.	K-4	523
441	BLUE LAKES EL.	K-6	469
651	CAMPBELL DRIVE EL.	K-5	981
661	CARIBBEAN EL.	K-6	862
671	CALUSA EL.	K-6	780
771	CHAPMAN EL.	K-5	828
861	COLONIAL DRIVE EL.	K-6	629
921	COOPER, N.K. EL.	PK-12	73
1041	CORAL REEF EL.	K-5	829
1241	CUTLER RIDGE EL.	K-6	742
1281	CYPRESS EL.	K-6	714
1331	DEVONAIRE EL.	K-6	859
2001	FLORIDA CITY EL.	K-5	582
2021	GLORIA FLOYD EL.	PK-6	739
2321	GULFSTREAM EL.	PK-6	786
2521	HOOVER EL.	K-6	734
2541	HOWARD DRIVE EL.	K-5	373
2641	KENDALE EL.	K-6	569
2701	KENWOOD EL.	K-6	508
2881	LEEWOOD EL.	K-5	646
2901	LEISURE CITY EL.	K-5	781
2941	LEWIS, A. L. EL.	K-5	615
3101	MARTIN, F. C. EL.	K, 6	505
3261	MIAMI HTS. EL.	K-6	540
3541	MOTON, R. R. EL.	K, 5-6	459
3621	NARANJA EL.	K-5	560
4221	PALMETTO EL.	K-5	389
4381	PERRINE EL.	K-4	616
4421	PINECREST EL.	K-6	597
4441	PINE LAKE EL.	K-3	721
4461	PINE VILLA EL.	K-6	770
4581	REDLAND EL.	K-5	710
4611	REDONDO EL.	K-5	523
4651	RICHMOND EL.	4-6	578
5121	SNAPPER CREEK EL.	K-6	515
5281	SOUTH MIAMI HTS. EL.	K-6	866
5421	SUNSET PARK EL.	K-6	835
5671	VINELAND EL.	K-5	560
5791	WEST HOMESTEAD EL.	PK-5	708
5951	WHISPERING PINES EL.	K-6	709
JUNIOR HIGH			
6021	ARVIDA JR.	7-9	1525
6061	CAMPBELL DRIVE JR.	6-8	1163
6081	CENTENNIAL JR.	7-9	936
6111	CUTLER RIDGE JR.	7-9	917
6211	GLADES JR.	7-9	1299
6221	HAMMOCKS JR.	7-9	1335
6251	HOMESTEAD JR.	6-8	1166
6431	MAYS JR.	7-9	812
6701	PALMETTO JR.	7-9	1361
6761	REDLAND JR.	6-8	1246
6781	RICHMOND HTS. JR.	7-9	1193
6861	SOUTHWOOD JR.	7-9	1482
SENIOR HIGH			
7151	HOMESTEAD SR.	9-12	1995
7361	MIAMI KILLIAN SR.	10-12	2908
7431	MIAMI PALMETTO SR.	10-12	2336
7701	SOUTH DADE SR.	9-12	1780
7731	MIAMI SOUTHRIDGE SR.	10-12	2399
7741	SOUTHWEST MIAMI SR.	10-12	2265
ALTERNATIVE SCHOOL			
7631	MIA. D. MAC ARTHUR SO.	9-12	201
8131	C.O.P.E. CENTER - S.	7-12	79
	TOTAL, SOUTH AREA		55,931
	TOTAL-DISTRICTWIDE		227,158*

*Does not include 904 students enrolled in off-campus programs for alternative and exceptional student education.

SOURCE: Fall Student Survey, October 1984, Office of Educational Accountability.

NUMBER OF PK-12 SCHOOL CENTERS BY AREA AND TYPE*
1984-85

Total	Area	Elementary	Jr. High	Sr. High	Alternative
63	North	44	12	7	-
66	North Central	46	11	6	3
61	South Central	43	12	5	1
62	South	42	12	6	2
252	GRAND TOTAL	175	47	24	6

DISTRIBUTION OF PK-12 SCHOOL CENTERS BY GRADE ORGANIZATION*
1984-85

Grade Organization	Number of Schools	Grade Organization	Number of Schools
PK-5	1	1-6	1
PK-6	10	4-6	2
PK-12	1	5-8	1
K	1	6-8	4
K-2	2	6-9	3
K-3	8	7	2
K-4	4	7-8	3
K-5	19	7-9	34
K-6	116	7-12	2
K, 3-6	3	8-9	1
K, 4-6	4	9-12	9
K, 5-6	2	10-12	17
K, 6	1		
K, 6-8	1		
		TOTAL	252

NUMBER OF PK-12 SCHOOL CENTERS WHICH INCLUDE GRADES AS DESIGNATED

Kindergarten	173
Elementary (Including Kindergarten)	184
Junior High Grades	60
Senior High Grades	28

Source: Annual records, Office of Educational Accountability.

*Includes special centers (Cooper Exceptional Education Center and Merrick Exceptional Education Center).

SCHOOLS PAIRED OR GROUPED FOR DESEGREGATION
1984-85

SCHOOLS	CONDITION	YEAR[a]
NORTH CENTRAL AREA		
Broadmoor Elementary (K-3) West Little River Elementary (K,4-6)	Paired	1970-71
Comstock Elementary (K-3) Pharr Elementary (K,4-6)	Paired	1970-71
Santa Clara Elementary (K-2) Allapattah Elementary (K,3-6)	Paired	1970-71
Earlington Heights Elementary (K-3) Melrose Elementary (K,4-6)	Paired	1979-80
SOUTH CENTRAL AREA		
Douglas Elementary (K-3) Riverside Elementary (K,4-6)	Paired	1970-71
Carver Elem (K-2) Coral Gables Elementary (K,3-6) Sunset Elementary (K,3-6)	Grouped	1971-72
Carver Junior High (7) Ponce de Leon Junior High (8-9)	Paired	1970-71
SOUTH AREA		
Bel-Aire Elementary (K-4) Perrine Elementary (K-4) Moton Elementary (K,5-6)	Grouped	1970-71
Coral Reef Elementary (K-5) Howard Drive Elementary (K-5) Leewood Elementary (K-5) Palmetto Elementary (K-5) Vineland Elementary (K-5) Martin Elementary (K,6)	Grouped	1971-72
Lewis Elementary (K-5) Redondo Elementary (K-5) West Homestead Elementary (K-5) Avocado Elementary (K-5) Campbell Drive Middle (6)* Homestead Junior (6)*	Grouped	1972-73
Pine Lake Elementary (K-3) Richmond Elementary (4-6)	Paired	1978-79[b]

a Original pairing or grouping was by court order in 1970-71; subsequent pairing was by Board Action.

b Paired by Board action as directed by court order.

* Board action 1980-81 and 1981-82.

Source: Annual records, Department of Equal Educational Opportunity.

AVERAGE CLASS SIZE
ELEMENTARY AND SECONDARY SCHOOLS

Elementary Schools

Grades	1982-83	1983-84	1984-85
K	24.1	23.8	25.0
1	24.1	21.2	21.7
2	24.2	21.4	22.8
3	24.5	22.2	22.6
4	30.1	25.8	26.2
5	31.0	26.4	26.7
6	31.7	26.8	27.4

Junior and Senior High School

Subject Area	1982-83		1983-84		1984-85	
	Junior	Senior	Junior	Senior	Junior	Senior
Social Studies	29.1	28.3	28.3	29.8	30.1	28.7
Science	30.5	26.8	28.4	30.2	30.3	29.3
Mathematics	27.0	27.2	27.9	26.3	27.6	28.6
Language Arts	23.5	23.1	22.6	23.4	23.7	23.6
Physical Education	45.8	37.9	38.3	47.3	44.9	38.9
Art	28.7	25.8	24.4	28.1	29.3	26.0
Foreign Language	26.1	26.0	26.2	27.2	27.6	27.4
Music	31.9	30.2	29.3	32.0	31.9	29.1

Source: Elementary: Course Code Surveys, (As of October), Office of Educational Accountability.

Secondary: Master Seat Inventory File, (As of October), Department of Management Information Systems.

EDUCATIONAL PROGRAMS AND SERVICES

STUDENTS SERVED IN CHAPTER I AND COMPENSATORY EDUCATION PROGRAMS
1984-85

The tables below provide data on the services provided under the Education Consolidation and Improvement Act (ECIA), Chapter I and the State Compensatory Education programs. Chapter I of ECIA is a federally funded program intended to provide intensive basic skills instruction to low-achieving pupils in low-income communities. The State Compensatory Education program is a state funded program which provides supplementing basic skills instruction to low-achieving students directed toward mastery of state minimum performance standards and district performance objectives. State Compensatory Education program is not restricted to low-income pupils.

The data for elementary schools indicate the actual number of students served in the two programs. The data for junior, senior, and alternative centers reflect the number of students served in the reading and/or math programs (one child could be counted twice if that child is served in both the reading and math programs). In elementary schools, an eligible child is automatically served in both the reading and math programs.

ECIA CHAPTER I PROGRAM

Elementary Schools	16,885
Junior High Schools	9,723
Senior High Schools	4,380
Alternative Centers	987

STATE COMPENSATORY EDUCATION PROGRAM

Elementary Schools	6,400
Junior High Schools	2,851
Senior High Schools	5,252
Alternative Centers	92

Source: Annual records, Bureau of Governmental Relations.

SCHOOLS PARTICIPATING IN CHAPTER I PROGRAMS
1984-85

NORTH AREA

Elementary Level
Biscayne
Brentwood
Bunche Park
Carol City
Crestview
DuPuis, J.G.
Fienberg
Fulford
Golden Glades
Lake Stevens
Miami Gardens
Milam, M.A.
Myrtle Grove
Natural Bridge
North Carol City
North County
North Glade
North Twin Lakes
Opa-Locka
Palm Lakes
Parkview
Parkway
Rainbow Park
Scott Lake
Skyway
Twin Lakes

Junior High Level
Carol City
Jefferson, Thomas
Lake Stevens
Nautilus
North Dade
Parkway

Senior High Level
American
Miami Beach
Miami Carol City
Miami Norland

NORTH CENTRAL AREA

Elementary Level
Allapattah
Arcola Lake
Blanton, Van E.
Bright, James H.
Broadmoor
Buena Vista
Comstock
Crowder, Thena
Drew, Charles R.
Earhart, Amelia
Earlington Heights
Edison Park
Evans, L.C.
Flamingo
Floral Heights
Franklin, Benjamin
Hialeah
Holmes
King, Martin L.
Lakeview
Liberty City
Little River
Lorah Park
Meadowlane
Melrose
Miami Park
Miramar
Morningside
North Hialeah
Olinda
Orchard Villa
Palm Springs
Pharr, Kelsey L.
Poinciana Park
Santa Clara
Shadowlawn
South Hialeah
Walters, Mae
West Little River
Westview
Wheatley, Phyllis
Young, Nathan

Junior High Level
Allapattah
Brownsville
Drew, Charles R.
Filer, Henry H.
Hialeah
Lee, Robert E.
Madison
Mann, Horace
Miami Edison Middle
Miami Springs
Westview

Senior High Level
Miami Central
Miami Edison
Miami Jackson
Miami Northwestern
Miami Springs

Alternative Schools
Miami MacArthur Sr. North
Jan Mann Opportunity North
C.O.P.E. Center North

SOUTH CENTRAL AREA

Elementary Level
Auburndale
Carver, G.W.
Citrus Grove
Coconut Grove
Coral Way
Douglas
Dunbar
Fairlawn
Kensington Park
Kinloch Park
Ludlam
Olympia Heights
Riverside
Seminole
Shenandoah
Silver Bluff
South Miami
Southside
Sylvania Heights
Tucker, F.S.

Junior High Level
Carver, G.W.
Citrus Grove
Kinloch Park
Riviera
Shenandoah
South Miami
Thomas, W.R.
Washington, B.T.

Senior High Level
Miami Senior
South Miami

Alternative School
J.R.E. Lee Youth Opportunity Center

SOUTH AREA

Elementary Level
Air Base
Bel-Aire
Campbell Drive
Caribbean
Chapman, Wm. A.
Florida City
Leisure City
Lewis, A.L.
Miami Heights
Moton, R.R.
Naranja
Perrine
Pine Villa
Redondo
Richmond
South Miami Heights
West Homestead

Junior High Level
Campbell Drive
Homestead
Mays

Senior High Level
Homestead
Miami Southridge
South Dade

Alternative Schools
Miami MacArthur Sr. South
C.O.P.E. Center South

ELEMENTARY SCHOOLS PARTICIPATING IN AFTER-SCHOOL CARE PROGRAM
1984-85

After-school care program is offered by the following elementary schools to meet the community's need for safe and supervised care for its elementary school children after school hours. The program is intended to provide this care on a cost basis.

NORTH AREA

Bay Harbor
Biscayne
Biscayne Gardens
Brentwood
Bryan, W.J.
Bunche Park
Carol City
Crestview
Dupuis, J.G.
Fienberg, Leroy D.
Golden Glades
Gratigny
Greynolds Park
Hibiscus
Highland Oaks
Ives, Madie
Lake Stevens
Miami Gardens
Milam, M.A.
Myrtle Grove
Natural Bridge
Norland
North County
North Glades
North Miami
Norwood
Oak Grove
Ojus
Opa-Locka
Palm Lakes
Palm Springs North
Parkview
Parkway
Rainbow Park
Sabal Palm
Scott Lake
Skyway
Twin Lakes

NORTH CENTRAL AREA

Arcola Lake
Blanton, Van E.
Broadmoor
Drew, C.R.
Evans, L.C.
Flamingo
Franklin
Holmes
King, M.L.
Lakeview
Liberty City
Little River
Lorah Park
Meadowlane
Miami Park
Miami Shores
Miami Springs
Morningside
Olinda
Orchard Villa
Palm Springs
Poinciana Park
Thena Crowder
Shadowlawn
South Hialeah
Springview
Westview
Wheatley, Phyllis
Young, Nathan

SOUTH CENTRAL AREA

Auburndale
Banyan
Bent Tree
Carver, G.W.
Citrus Grove
Coconut Grove
Coral Park
Coral Way
Douglas
Dunbar
Emerson
Everglades
Fairchild, David
Fairlawn
Flagami
Flager, H.M.
Greenglade
Kendale Lakes
Kensington Park
Key Biscayne
Kinloch Park
Ludlam
Olympia Heights
Rockway
Royal Green
Royal Palm
Seminole
Silver Bluff
South Miami
Stirrup, E.W.F.
Sylvania Heights
Village Green
West Laboratory
Winston Park

SOUTH AREA

Air Base
Avocado
Blue Lakes
Calusa
Caribbean
Chapman
Colonial Drive
Coral Reef
Cutler Ridge
Cypress
Devon Aire
Floyd, Gloria
Gulfstream
Hoover, Oliver
Howard Drive
Kenwood
Leewood
Leisure City
Palmetto
Perrine
Redland
Redondo
Richmond
Snapper Creek
S. Miami Heights
Sunset Park
Vineland
Whispering Pines

Source: Annual records, Office of Vocational Adult and Community Education.

STUDENTS SERVED IN EXCEPTIONAL ST
1984-85

PROGRAM	WHITE	BLACK	HISPANIC
EDUCABLE MENTALLY HANDICAPPED	244	912	530
TRAINABLE MENTALLY HANDICAPPED	161	251	315
PHYSICALLY HANDICAPPED	96	117	124
PHYSICAL/OCCUPATIONAL THERAPY	13	11	12
SPEECH/HEARING THERAPY	1,365	1,270	998
DEAF	40	90	112
VISUALLY HANDICAPPED PT	18	9	14
VISUALLY HANDICAPPED	18	40	25
EMOTIONALLY HANDICAPPED PT	131	96	82
EMOTIONALLY HANDICAPPED	231	278	197
SPECIFIC LEARNING DISABILITY PT	1,548	1,709	1,969
SPECIFIC LEARNING DISABILITY	996	1,988	1,939
GIFTED	2,435	426	433
HOSPITAL/HOMEBOUND	87	55	85
PROFOUNDLY HANDICAPPED	332	261	218
TOTAL	7,715	7,513	7,053

Source: Fall Student Survey, October 1984, Office of Educational

AL STUDENT PROGRAMS

PANIC	ASIAN	AM. INDIAN	TOTAL COUNT	TOTAL MALE	TOTAL FEMALE
0	8		1,694	1,004	690
5	10		737	448	289
4			337	189	148
2			36	22	14
8	37	2	3,672	2,387	1,285
2	3		245	139	106
4			41	27	14
5	2		85	56	29
2	2		311	247	64
7	1		707	611	96
9	29	3	5,258	3,776	1,482
9	10	1	4,934	3,714	1,220
3	81		3,375	1,840	1,535
5	2		229	120	109
8	5		816	566	250
3	190	6	22,477	15,146	7,331

ional Accountability.

EXCEPTIONAL STUDENT CENTERS
1984-85

Exceptional Student Education Centers are schools housing in excess of nine exceptional student classes. The center schools offer the related service programs of Speech/Language Therapy, Occupational and Physical Therapy, as well as educational programming based on each student's Individualized Educational Plan (IEP).

NORTH AREA

Elementary Level
- Biscayne Gardens
- Bunche Park
- Scott Lake

Junior High Level
- Jefferson, Thomas

Senior High Level
- Miami Carol City

SOUTH CENTRAL AREA

Elementary Level
- Auburndale
- Kensington Park
- Merrick
- Tropical
- Sunset

Junior High Level
- Citrus Grove
- Riviera
- South Miami

Senior High Level
- Miami Sunset

NORTH CENTRAL AREA

Elementary Level
- Arcola Lake
- Earhart, Amelia
- Edison Park
- Poinciana Park

Junior High Level
- Brownville
- Hialeah
- Madison

Senior High Level
- Miami Central

SOUTH AREA

Elementary Level
- Cooper
- Gulfstream
- Howard Drive
- Palmetto
- West Homestead

Junior High Level
- Centennial
- Cutler Ridge
- Redland

Senior High Level
- Miami Southridge

Source: Annual records, Division of Student Services.

ENROLLMENT IN
BILINGUAL PROGRAMS
1979-80 to 1983-84

Program	1979-80	1980-81	1981-82	1982-83	1983-84
ESOL*					
Elementary	11,284	19,351	19,084	18,170	17,928
Secondary	2,162	6,888	7,272	6,690	4,323
Spanish-S (K-12)	40,807	44,404	45,834	49,881	49,758
Elementary Spanish SL	26,260	26,662	22,143	38,138	37,120
Secondary Spanish FL	8,821	8,898	8,322	8,042	9,041
BCC** (Elementary)	12,611	16,918	19,073	19,044	18,000***

*English for speakers of other Languages.

**BCC - Bilingual Curriculum Content. Includes some students who are not limited English proficient attending bilingual schools.

***Estimated.

Source: Bilingual Education Department, DCPS.

ATTENDANCE AND SOCIAL WORK SERVICES
SELECTED COMPARATIVE DATA

	1979-80	1980-81	1981-82	1982-83	1983-84
Number of referrals					
New	50,303	47,687	46,874	46,812	47,874
Old	26,226	23,781	19,063	21,241	21,730
Number of					
Parent contacts, visiting teacher contacts (home and field)	55,654	51,605	48,080	48,484	50,112
School personnel contacts (total school conferences)	84,728	75,168	66,548	64,795	72,192
Number of referrals to community resources	2,514	2,705	2,110	1,914	2,092
Number of comprehensive social case histories referred (psychological referrals)	10,585	9,113	9,130	7,492	7,125
Number of cases referred to court (Florida Division of Youth Services--Court Activity)	1,238	1,309	1,495	1,495	1,038
Number of cases referred to Protective Services (Florida Division of Family Services)	24	21	27	36	38
Average number of referrals per visiting teacher	1,142	1,083*	1,014	1,047	953
Visiting Teacher/Pupil Ratio	1:3,382	1:3,544*	1:3,482	1:3,445	1:3,064
Visiting Teachers	67	66*	65	65	73

*Data published in The Status of Education: 1979-80, 1980-81 has been adjusted.

Source: Annual records, Attendance Department.

LIBRARY MEDIA SERVICES
STATISTICS FOR SCHOOL MEDIA CENTERS

July 1, 1983 through June 30, 1984

	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH	SPECIAL CENTERS	DISTRICT TOTALS
COLLECTIONS					
Total Library Books in Media Centers	1,469,118	670,104	665,347	45,323	2,849,892
Average Library Books Per School	8,347	14,567	27,723	5,036	
Average Library Books Per Pupil	12	12	15		
Total Library Books Acquired	83,110	51,297	21,293	5,436	161,136
Average Library Books Acquired Per School	472	1,115	887	604	
Average Library Books Acquired Per Pupil	0.69	0.91	0.48		
Library Books Discarded	59,632	45,846	22,815	2,297	130,590
Books Checked Out, Lost, Paid For	4,693	1,926	2,013	121	8,753
Books Checked Out, Lost, Not Paid For	12,203	3,419	4,327	838	20,787
Books Missing, Not Accounted For	11,562	10,068	8,067	302	29,999
Total Periodical and Newspaper Subscriptions	6,879	3,328	3,404	511	14,122
Average Periodical Subscriptions Per School	39	71	149	57	
Total Audiovisual Materials	338,269	172,041	127,195	14,361	651,866
Average Audiovisual Materials Per School	1,922	3,740	5,300	1,596	
Total Audiovisual Equipment	31,934	10,619	18,342	2,107	63,002
Average Audiovisual Equipment Per School	181	231	764	234	
CIRCULATION					
Total Print Materials Checked Out	3,432,722	455,300	466,025	44,454	4,398,501
Average Print Materials Checked Out Per School	19,504	9,898	19,418	4,939	
Average Print Materials Checked Out Per Pupil	29	8	11		
Total Nonprint Materials Checked Out	649,165	209,762	209,908	78,845	1,147,680
Average Nonprint Materials Checked Out Per School	3,688	4,560	8,746	8,761	
MEDIA CENTER ATTENDANCE					
Total Media Center Attendance	4,362,479	1,299,407	1,771,329	200,876	7,634,091
Average Media Center Attendance Per School	24,787	28,248	73,805	22,320	
Average Media Center Attendance Per Pupil	37	23	40		
LIBRARY MEDIA EXPENDITURES					
Total Library Media Expenditures	$ 743,668	$ 435,919	$ 476,851	$ 89,626	$ 1,746,064
Average Library Media Expenditures Per School	$ 4,225	$ 9,477	$ 19,869	$ 9,958	
Average Library Media Expenditures Per Pupil	$ 7.11	$ 8.00	$ 9.98		
Average Cost Per New Library Book	$ 7.21	$ 7.76	$ 10.67		

Source: Annual School Media Center Statistics and Library Reports, Division of Educational Media Programs.

ADULT/VOCATIONAL SCHOOLS
1984-85

The Dade County Public Schools' adult education program serves the adult population through a variety of programs organized to give adults the opportunity for personal improvement and enrichment to enable them to participate more effectively in a changing society. Programs offered at adult education centers include: elementary classes for adults, high school courses, adult occupational preparation courses and various vocational programs. At present, 17 of Dade's 24 high schools operate adult education programs.

SENIOR HIGH ADULT EDUCATION CENTERS BY AREA

NORTH AREA

American Adult Education Ctr.
Hialeah-Miami Lakes Adult Education Center
Miami Carol City Adult Education Center
North Miami Adult Education Center

SOUTH CENTRAL AREA

Coral Gables Adult Education Center
Miami Coral Park Adult Education Center
Miami Senior Adult Education Center
Miami Sunset Adult Education Center

NORTH CENTRAL AREA

Hialeah Adult Education Ctr.
Miami Central Adult Education Center*
Miami Jackson Adult Ed. Ctr.
Miami Northwestern Adult Education Center
Miami Springs Adult Ed. Ctr.

SOUTH AREA

Miami Palmetto Adult Education Center
South Dade Adult Education Center
Miami Southridge Adult Education Center
Southwest Miami Adult Education Center

OTHER ADULT/VOCATIONAL CENTERS

George T. Baker Aviation School
Lindsey Hopkins Technical Ed. Ctr.
Miami Skill Center
Miami Dorsey Skill Center
South Dade Skill Center
Miami Agricultural School
English Center
Miami-Lakes Voc. Technical Ed. Ctr.
Robert Morgan Voc. Tech. Institute
Ida Fisher Adult Education Center

*Operates as a satelite program of Miami Northwestern.

Source: Annual records, Office of Vocational, Adult, and Community Education.

COMMUNITY SCHOOLS
1984-85

Community schools provide the community with educational, cultural, and recreational services beyond those offered through the regular elementary and secondary school program. This process provides a means by which resources of the school system and the community are mobilized to provide a total learning climate. Activities provided range from children's afternoon enrichment programs to classes offered for adults and senior citizens. Community schools are distinguished from adult schools in that: 1) community schools offer programs mainly of a cultural and recreational nature, and no high school credit is awarded, and 2) community schools are funded primarily by tuition fees, grants, and donations.

NORTH AREA

Elementary Level
- Biscayne
- Carol City
- Fienberg, L.D.
- Ives, Madie
- North County
- Oak Grove
- Palm Springs North
- Treasure Island

Junior High Level
- Norland
- North Miami

Senior High Level
- Miami Beach
- North Miami Beach

NORTH CENTRAL AREA

Elementary Level
- Evans, L.C.
- Franklin, Benjamin
- Little River
- Lorah Park
- Miami Springs
- Poinciana Park
- Thena Crowder
- Shadowlawn
- South Hialeah

Junior High Level
- Allapattah
- Drew, Charles
- Filer, Henry H.
- Hialeah

Senior High Level
- Miami Edison
- Miami Northwestern
- Miami Springs

SOUTH CENTRAL AREA

Elementary Level
- Dunbar
- Emerson
- Fairlawn
- Key Biscayne
- Merrick
- Riverside
- Silver Bluff
- Sylvania Heights

Junior High Level
- Carver, G.W.
- Kinloch Park
- McMillan
- Ponce de Leon
- Riviera
- Shenandoah
- South Miami
- Thomas, W.R.
- Washington, B.T.
- West Miami

SOUTH AREA

Elementary Level
- Devon Aire
- Floyd, Gloria
- Naranja
- Richmond

Junior High Level
- Cutler Ridge
- Homestead
- Richmond Heights

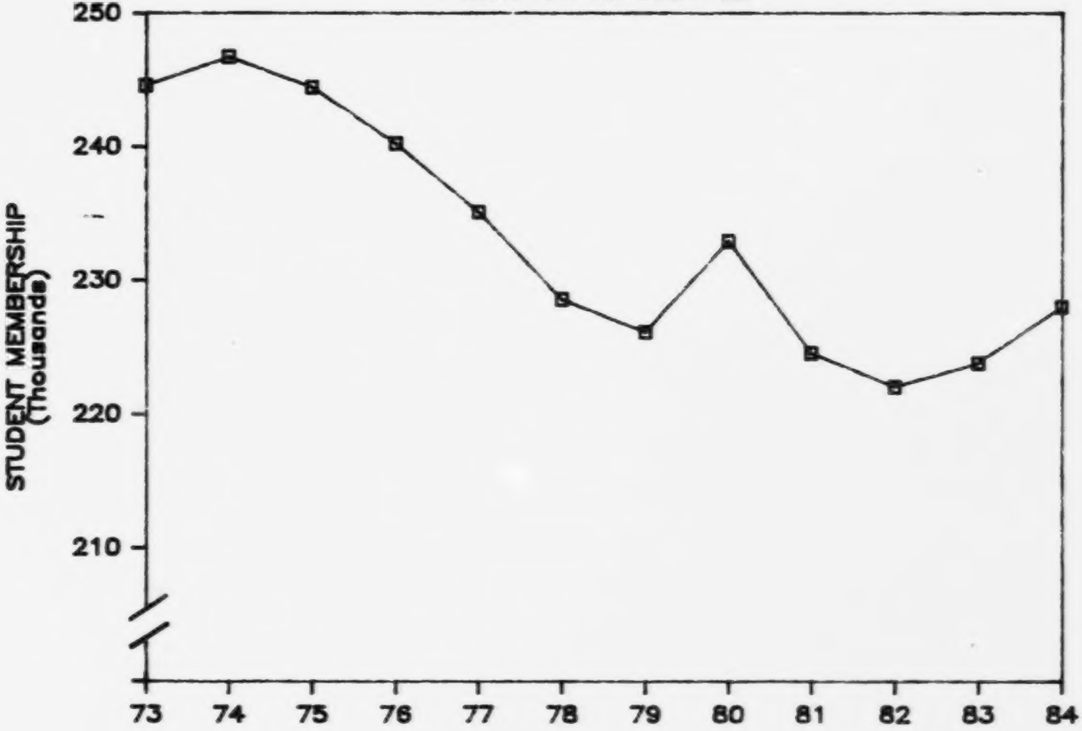
High School Level
- Miami Palmetto

Source: Annual records, Office of Vocational, Adult, and Community Education.

STUDENTS

STUDENT MEMBERSHIP

1973–74 TO 1984–85



FIRST MONTH STUDENT MEMBERSHIP BY GRADE LEVEL
1973-74 to 1984-85

	First Month						
Year	Pre-Kdg.	Kdg.	Elem. (1-6)	Junior (7-9)	Senior (10-12)	Off-Campus Programs For Alternative and Exceptional Ed. K-12	Total
1973-74		12,202	115,768	61,981	54,617	NA	244,568
1974-75		13,675	112,934	63,400	55,806	924	246,739
1975-76		14,364	109,379	64,732	55,746	218	244,439
1976-77		14,548	105,212	64,793	55,441	254	240,248
1977-78		13,485	103,526	62,430	55,375	307	235,123
1978-79		12,738	102,773	59,676	52,919	486	228,592
1979-80		12,775	103,833	57,672	51,459	416	226,155
1980-81	268	13,201	109,760	58,065	51,139	518	232,951
1981-82	224	13,108	105,980	56,051	48,571	646	224,580
1982-83	237	12,858	104,402	56,237	47,579	745	222,058
1983-84	228	12,823	105,009	57,116	47,875	803	223,854
1984-85	264	14,227	106,117	58,926	47,624	904	228,062

Source: Current Year Fall Student Survey, October 1984, Office of Educational Accountability.
Prior years - Historical records, Office of Educational Accountability.

SUMMARY DISTRIBUTION OF STUDENTS BY ETHNICITY, GENDER, AND GRADE LEVEL
(FIRST MONTH MEMBERSHIP)
1984-85

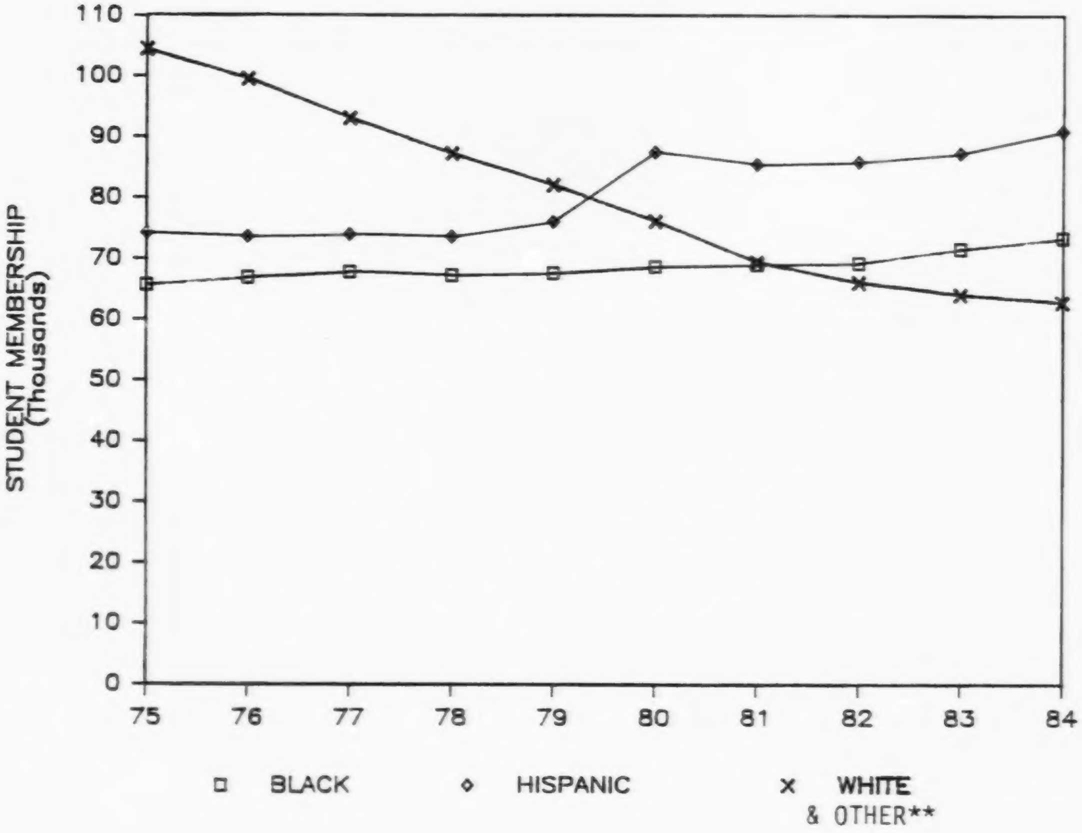
GRADE	WHITE NON-HISPANIC	%	BLACK NON-HISPANIC	%	HISPANIC	%	ASIAN/ PACIFIC ISLANDER	%	AMERICAN INDIAN ALASKAN NATIVE	%	TOTAL MEMBERSHIP	%	TOTAL MALE	%	TOTAL FEMALE	%
PREKINDERGARTEN	90	34.0	85	32.1	85	32.1	4	1.51	0	0	264	100	162	61.3	102	38.6
KINDERGARTEN	3532	24.7	5066	35.5	5519	38.7	125	0.87	10	0.07	14252	100	7505	52.6	6747	47.3
FIRST	3931	23.2	6195	36.6	6596	39.0	167	0.98	11	0.06	16900	100	9015	53.3	7885	46.6
SECOND	4137	24.1	5842	34.1	7009	40.9	133	0.77	8	0.04	17129	100	8807	51.4	8322	48.5
THIRD	4237	23.9	5779	32.6	7487	42.3	188	1.06	4	0.02	17695	100	9370	52.9	8325	47.0
FOURTH	4314	24.1	5756	32.2	7551	42.3	196	1.09	14	0.07	17831	100	9276	52.0	8555	47.9
FIFTH	4486	24.4	6034	32.8	7657	41.6	197	1.07	4	0.02	18378	100	9619	52.3	8759	47.6
SIXTH	4492	24.5	6055	33.0	7536	41.1	237	1.29	5	0.02	18325	100	9538	52.0	8787	47.9
PK-6 TOTAL	29219	24.1	40812	33.7	49440	40.9	1247	1.03	56	0.04	120774	100	63292	52.4	57482	47.5
SEVENTH	5106	24.6	7144	34.5	8243	39.8	191	0.92	7	0.03	20691	100	11048	53.3	9643	46.6
EIGHTH	5400	28.1	6032	31.4	7558	39.3	210	1.09	4	0.02	19204	100	9831	51.1	9373	48.8
NINTH	5678	29.2	6002	30.9	7514	38.7	215	1.10	7	0.03	19416	100	9981	51.4	9435	48.5
7-9 TOTAL	16184	27.2	19178	32.3	23315	39.3	616	1.03	18	0.03	59311	100	30860	52.0	28451	47.9
TENTH	5703	30.1	5568	29.4	7405	39.1	214	1.13	7	0.03	18897	100	9646	51.0	9251	48.9
ELEVENTH	5152	31.5	4737	29.0	6233	38.2	186	1.14	3	0.01	16311	100	8188	50.1	8123	49.8
TWELFTH	4302	33.6	3519	27.5	4787	37,4	157	1.22	4	0.03	12769	100	6113	47.8	6656	52.1
10-12 TOTAL	15157	31.5	13824	28.8	18425	38.4	557	1.16	14	0.02	47977	100	23947	49.9	24030	50.0
GRAND TOTAL	60560	26.5	73814	32.3	91180	39.9	2420	1.06	88	0.03	228062	100	118099	51.7	109963	48.2

Note: Percentages may not total 100 due to rounding.

Source: Fall Student Survey, October 1984, Office of Educational Accountability.

ETHNIC COMPOSITION OF STUDENT POPULATION *

TEN-YEAR TREND



	BLACK NON-HISPANIC	HISPANIC	WHITE & OTHER**
1975-76	65,707	74,128	104,386
1976-77	66,912	73,575	99,507
1977-78	67,831	73,968	93,017
1978-79	67,281	73,600	87,225
1979-80	67,644	76,054	82,041
1980-81	68,808	87,548	76,077
1981-82	69,072	85,505	69,357
1982-83	69,340	85,960	66,013
1983-84	71,656	87,396	63,999
1984-85	73,461	90,938	62,759

*Does not include students enrolled in off-campus programs for alternative and exceptional student education.

**Includes Asians and American Indians.

Source: Current year - Fall Student Survey, October 1984, Office of Educational Accountability.
Prior year - Historical records, Office of Educational Accountability.

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ETHNIC COMPOSITION OF K-12 STUDENT POPULATION BY SCHOOL

1984-85

NORTH AREA SCHOOL NAME	WHITE NON-HISP.	%	BLACK NON-HISP.	%	HISPANIC	%	ASIAN	%	AMERICAN INDIAN	%	TOTAL
BAY HARBOR EL.	295	59	15	3	181	36	5	1.01	0	0.00	496
BISCAYNE EL.	215	39	24	4	314	57	2	0.36	0	0.00	555
BISCAYNE GARDENS EL.	402	54	162	22	174	23	8	1.07	0	0.00	746
BRENTWOOD EL.	52	7	666	83	77	10	5	0.63	0	0.00	800
BRYAN, WILLIAM J. EL.	451	60	61	8	207	27	35	4.64	0	0.00	754
BUNCHE PARK EL.	18	4	442	91	27	6	1	0.20	0	0.00	488
CAROL CITY EL.	51	6	710	81	117	13	1	0.11	0	0.00	879
FIENBERG. L. D. EL.	168	12	175	13	1042	75	1	0.07	0	0.00	1386
CRESTVIEW EL.	14	3	481	94	8	2	6	1.18	0	0.00	509
DUPUIS EL.	108	17	16	2	519	80	3	0.46	0	0.00	646
FULFORD EL.	138	29	200	42	128	27	14	2.92	0	0.00	480
GOLDEN GLADES EL.	15	3	435	94	11	2	2	0.43	0	0.00	463
GRATIGNY EL.	358	51	157	22	175	25	16	2.26	1	0.14	707
GREYNOLDS PARK EL.	375	71	35	7	94	18	19	3.62	2	0.38	525
HIBISCUS EL.	258	50	168	32	83	16	8	1.55	0	0.00	517
HIGHLAND OAKS EL.	625	88	50	7	31	4	5	0.70	0	0.00	711
IVES, MADIE EL.	298	77	27	7	57	15	5	1.29	0	0.00	387
LAKE STEVENS EL.	84	13	206	32	345	54	3	0.47	0	0.00	638
MIAMI GARDENS EL.	29	6	216	41	279	53	3	0.57	0	0.00	527
MIAMI LAKES EL.	331	54	108	18	165	27	8	1.31	0	0.00	612
MILAM, M. A. EL.	104	9	21	2	1002	88	14	1.23	0	0.00	1141
MYRTLE GROVE EL.	10	1	753	89	78	9	3	0.36	1	0.12	845
NATURAL BRIDGE EL.	201	47	135	31	82	19	11	2.56	0	0.00	429
NORLAND EL.	207	36	282	49	64	11	25	4.31	2	0.34	580
NORTH BEACH EL.	358	48	69	9	321	43	2	0.27	0	0.00	750
NO. CAROL CITY EL.	16	2	575	88	65	10	1	0.15	0	0.00	657
NORTH COUNTY EL.	1	0	565	98	12	2	0	0.00	0	0.00	578
NORTH GLADE EL.	82	14	281	48	221	38	2	0.34	0	0.00	586
NORTH MIAMI EL.	405	53	154	20	193	25	14	1.83	0	0.00	766
NORTH TWIN LAKES EL.	210	29	42	6	464	64	4	0.56	0	0.00	720
NORWOOD EL.	111	30	227	61	28	7	8	2.14	0	0.00	374
OAK GROVE EL.	336	50	136	20	173	26	25	3.73	0	0.00	670
OJUS EL.	240	86	6	2	30	11	3	1.08	0	0.00	279
OPA LOCKA EL.	69	7	672	64	299	28	10	0.95	0	0.00	1050
PALM LAKE EL.	156	20	16	2	585	77	5	0.66	0	0.00	762
PALM SPRINGS NORTH EL.	596	65	34	4	277	30	10	1.09	0	0.00	917
PARKVIEW EL.	16	3	475	93	19	4	0	0.00	0	0.00	510
PARKWAY EL.	115	24	311	65	51	11	3	0.63	0	0.00	480
RAINBOW PARK EL.	18	3	598	90	51	8	0	0.00	0	0.00	667
SABAL PALM EL.	396	67	110	19	77	13	10	1.69	0	0.00	593
SCOTT LAKE EL.	26	5	452	92	15	3	0	0.00	0	0.00	493
SKYWAY EL.	59	8	278	39	366	52	1	0.14	2	0.28	706
TREASURE ISLAND EL.	196	38	62	12	248	48	12	2.32	0	0.00	518
TWIN LAKES EL.	120	16	12	2	635	82	7	0.90	0	0.00	774
CAROL CITY JR.	63	6	676	67	259	26	8	0.80	0	0.00	1006
HIGHLAND OAKS JR.	1013	82	83	7	127	10	8	0.65	1	0.08	1232
JEFFERSON, T. J. JR.	448	41	456	41	184	17	13	1.18	0	0.00	1101
KENNEDY, J. F. JR.	563	46	438	36	176	15	33	2.73	1	0.08	1211
LAKE STEVENS JR.	77	8	676	68	239	24	1	0.10	0	0.00	993
MIAMI LAKES JR.	649	36	356	20	778	43	19	1.05	0	0.00	1802
NAUTILUS JR.	371	29	279	22	624	49	12	0.93	0	0.00	1286
NORLAND JR.	440	35	666	53	118	9	23	1.84	1	0.08	1248
NORTH DADE JR.	28	4	717	90	47	6	2	0.25	0	0.00	794
NORTH MIAMI JR.	662	44	500	33	295	20	43	2.86	1	0.07	1501
PALM SPRINGS JR.	237	11	17	1	1934	88	2	0.09	0	0.00	2190
PARKWAY JR.	36	3	950	90	69	7	3	0.28	1	0.09	1059
AMERICAN SR.	533	23	1046	45	752	32	14	0.60	2	0.09	2347
HIALEAH-MIAMI LAKES SR.	598	26	490	22	1172	52	14	0.62	0	0.00	2274
MIAMI BEACH SR.	889	40	394	18	934	42	16	0.72	1	0.04	2234
MIAMI CAROL CITY SR.	113	6	1436	75	354	19	6	0.31	0	0.00	1909
MIAMI NORLAND SR.	450	26	1180	67	107	6	18	1.03	1	0.06	1756
NORTH MIAMI BEACH SR.	1676	67	471	19	290	12	49	1.97	1	0.04	2487
NORTH MIAMI SR.	1002	47	701	33	406	19	40	1.86	0	0.00	2149
TOTAL NORTH AREA	18181	31	22152	37	18255	31	644	1.09	18	0.03	59250

ETHNIC COMPOSITION OF K-12 STUDENT POPULATION BY SCHOOL

1984-85

NORTH CENTRAL AREA

SCHOOL NAME	WHITE NON-HISP.	%	BLACK NON-HISP.	%	HISPANIC	%	ASIAN	%	AMERICAN INDIAN	%	TOTAL
ALLAPATTAH EL.	11	1	664	79	170	20	0	0.00	0	0.0	845
ARCOLA LAKE EL.	48	5	811	87	67	7	2	0.22	2	0.22	930
BLANTON, VAN E.	36	4	614	74	175	21	1	0.12	1	0.12	827
BRIGHT, JAMES H. EL.	22	3	91	11	700	86	3	0.37	0	0.00	816
BROADMOOR EL.	39	5	529	73	156	21	3	0.41	0	0.00	727
BUENA VISTA EL.	7	1	259	39	397	60	0	0.00	0	0.00	663
COMSTOCK EL.	18	2	294	29	702	69	0	0.00	1	0.10	1015
DREW, C. R. EL.	1	0	575	99	2	0	0	0.00	0	0.00	578
EARHART, AMELIA EL.	90	19	36	7	346	72	11	2.28	0	0.00	483
EARLINGTON HTS. EL.	9	2	429	86	61	12	0	0.00	0	0.00	499
EDISON PARK EL.	15	2	806	90	79	9	0	0.00	0	0.00	900
EVANS, LILLIE C. EL.	0	0	496	100	0	0	0	0.00	0	0.00	496
FLAMINGO	51	7	7	1	706	91	8	1.04	0	0.00	772
FLORAL HTS. EL.	0	0	459	100	2	0	0	0.00	0	0.00	461
FRANKLIN, BENJAMIN EL.	145	18	414	51	234	29	15	1.86	0	0.00	808
HIALEAH EL.	43	6	107	14	587	79	2	0.27	0	0.00	739
HOLMES EL.	1	0	607	99	4	1	0	0.00	0	0.00	612
CROWDER EL.	2	1	302	99	2	1	0	0.00	0	0.00	306
JOHNSON, J.W. EL.	1	1	12	17	56	81	0	0.00	0	0.00	69
KING, MARTIN LUTHER EL.	1	0	383	100	0	0	0	0.00	0	0.00	384
LAKEVIEW EL.	92	14	363	55	207	31	2	0.30	1	0.15	665
LIBERTY CITY EL.	1	0	591	100	0	0	0	0.00	0	0.00	592
LITTLE RIVER EL.	16	2	924	91	74	7	1	0.10	0	0.00	1015
LORAH PARK EL.	20	3	555	82	98	15	1	0.15	0	0.00	674
MEADOWLANE EL.	59	6	8	1	975	93	11	1.04	0	0.00	1053
MELROSE EL.	31	6	284	58	176	36	0	0.00	0	0.00	491
MIAMI PARK EL.	59	6	601	66	251	28	0	0.00	0	0.00	911
MIAMI SHORES EL.	392	32	599	49	206	17	14	1.16	0	0.00	1211
MIAMI SPRINGS EL.	337	58	59	10	183	31	5	0.85	2	0.34	586
MIRAMAR, EL.	7	2	142	34	265	64	0	0.00	0	0.00	414
MORNINGSIDE EL.	33	4	679	74	194	21	14	1.52	0	0.00	920
NORTH HIALEAH EL.	58	9	4	1	574	90	0	0.00	0	0.00	636
OLINDA EL.	0	0	537	100	0	0	0	0.00	0	0.00	537
ORCHARD VILLA EL.	1	0	811	98	13	2	0	0.00	0	0.00	825
PALM SPRINGS EL.	176	18	11	1	800	80	13	1.30	0	0.00	1000
PHARR, KELSEY EL.	3	0	340	51	325	49	0	0.00	0	0.00	668
POINCIANA PARK EL.	10	1	948	96	34	3	0	0.00	0	0.00	992
SANTA CLARA EL.	2	0	367	68	170	32	0	0.00	0	0.00	539
SHADOWLAWN EL.	5	1	780	92	61	7	0	0.00	0	0.00	846
SOUTH HIALEAH EL.	48	5	87	8	906	87	2	0.19	0	0.00	1043
SPRINGVIEW EL.	193	42	5	1	261	56	4	0.86	0	0.00	463
WALTERS, MAE EL.	50	6	5	1	777	93	2	0.24	0	0.00	834
WEST LITTLE RIVER EL.	25	4	565	82	96	14	3	0.43	1	0.14	690
WESTVIEW EL.	42	6	550	84	60	9	1	0.15	0	0.00	653
WHEATLEY, P. EL.	14	2	510	74	160	23	2	0.29	0	0.00	686
YOUNG, NATHAN EL.	9	2	454	93	22	5	0	0.00	2	0.41	487
ALLAPATTAH JR.	6	1	479	73	170	26	0	0.00	0	0.00	655
BROWNSVILLE JR.	25	3	632	84	94	13	0	0.00	0	0.00	751
DREW MIDDLE SCHOOL	0	0	838	100	4	0	0	0.00	0	0.00	842
FILER, HENRY H. JR.	74	5	159	12	1136	83	4	0.29	0	0.00	1373
HIALEAH JR.	148	13	216	18	804	68	15	1.27	0	0.00	1183
LEE, ROBERT E. JR.	14	2	284	46	325	52	0	0.00	0	0.00	623
MADISON JR.	50	6	699	77	157	17	2	0.22	0	0.00	908
MANN, HORACE JR.	73	6	916	80	150	13	3	0.26	0	0.00	1142
MIA EDISON MID SCHOOL	22	1	1442	90	131	8	1	0.06	0	0.00	1596
MIAMI SPRINGS JR.	325	20	358	22	951	58	8	0.49	0	0.00	1642
WESTVIEW JR.	103	8	894	72	243	19	9	0.72	1	0.08	1250
HIALEAH SR.	303	12	223	9	2051	79	12	0.46	0	0.00	2589
MIAMI CENTRAL SR.	91	5	1499	81	254	14	15	0.81	0	0.00	1859
MIA. D. MAC ARTHUR NO.	4	1	277	98	1	0	1	0.35	0	0.00	283
MIAMI EDISON SR.	53	3	1675	86	211	11	3	0.15	0	0.00	1942
MIAMI JACKSON SR.	37	2	1139	51	1052	47	1	0.04	0	0.00	2229
MIAMI NORTHWESTERN SR.	2	0	2172	100	8	0	0	0.00	0	0.00	2182
MIAMI SPRINGS SR.	303	18	324	19	1049	62	7	0.42	1	0.06	1684
JAN MANN OPP NORTH	6	3	154	86	19	11	0	0.00	0	0.00	179
C.O.P.E. CENTER - S.	0	0	104	96	4	4	0	0.00	0	0.00	108
TOTAL NORTH CENTRAL AREA	3862	7	33158	58	20148	35	201	0.35	12	0.02	57381

ETHNIC COMPOSITION OF K-12 STUDENT POPULATION BY SCHOOL

1984-85

SOUTH CENTRAL AREA

SCHOOL NAME	WHITE NON-HISP.	%	BLACK NON-HISP.	%	HISPANIC	%	ASIAN	%	AMERICAN INDIAN	%	TOTAL
AUBURNDALE EL.	41	5	14	2	717	92	8	1.03	0	0.00	780
BANYAN EL.	110	20	2	0	438	79	7	1.26	0	0.00	557
BENT TREE EL.	469	43	28	3	557	51	25	2.30	7	0.64	1086
CARVER, G. W. EL.	91	33	124	45	57	21	5	1.81	0	0.00	277
CITRUS GROVE EL.	30	3	6	1	1008	96	1	0.10	0	0.00	1045
COCONUT GROVE EL.	127	38	164	50	37	11	3	0.91	0	0.00	331
CORAL GABLES EL.	202	39	42	8	262	51	10	1.93	1	0.19	517
CORAL PARK EL.	112	15	3	0	629	83	12	1.59	0	0.00	756
CORAL TERRACE EL.	62	10	5	1	566	89	1	0.16	0	0.00	634
CORAL WAY EL.	91	9	5	0	916	89	14	1.36	0	0.00	1026
DOUGLAS EL.	12	2	320	46	367	52	2	0.29	0	0.00	701
DUNBAR EL.	8	1	811	81	188	19	0	0.00	0	0.00	1007
EMERSON EL.	102	19	7	1	432	79	5	0.92	0	0.00	546
EVERGLADES EL.	101	12	8	1	728	86	10	1.18	0	0.00	847
FAIRCHILD, D. EL.	275	50	68	12	203	37	3	0.55	0	0.00	549
FAIRLAWN EL.	39	6	0	0	600	94	0	0.00	0	0.00	639
FLAGAMI EL.	92	11	7	1	709	87	4	0.49	7	0.85	819
FLAGER, H. M. EL.	33	4	5	1	751	94	8	1.00	0	0.00	797
GREENGLADE EL.	248	24	12	1	753	74	6	0.59	0	0.00	1019
KENDALE LAKES EL.	685	71	36	4	227	24	13	1.35	0	0.00	961
KENSINGTON PARK EL.	112	12	17	2	766	85	4	0.44	0	0.00	899
KEY BISCAYNE EL.	177	41	2	0	243	57	6	1.40	0	0.00	428
KINLOCH PARK EL.	25	3	10	1	747	95	4	0.51	0	0.00	786
YOUTH OPPORT. SCH. S.	16	10	118	76	21	14	0	0.00	0	0.00	155
LUDLAM EL.	64	20	189	60	55	18	5	1.60	0	0.00	313
MERRICK EL.	11	23	11	23	25	53	0	0.00	0	0.00	47
OLYMPIA HTS. EL.	73	13	4	1	484	85	8	1.41	0	0.00	569
RIVERSIDE EL.	13	2	208	28	525	70	2	0.27	0	0.00	748
ROCKWAY EL.	89	10	8	1	762	88	8	0.92	0	0.00	867
ROYAL GREEN EL.	385	42	8	1	515	56	13	1.41	1	0.11	922
ROYAL PALM EL.	124	16	7	1	633	82	10	1.29	0	0.00	774
SEMINOLE EL.	63	7	8	1	862	92	3	0.32	0	0.00	936
SHENANDOAH EL.	16	2	7	1	846	96	10	1.14	0	0.00	879
SILVER BLUFF EL.	62	10	10	2	517	87	3	0.51	0	0.00	592
SOUTH MIAMI EL.	69	25	139	51	60	22	5	1.83	0	0.00	273
SOUTHSIDE EL.	26	5	26	5	427	89	0	0.00	2	0.42	481
E. W. F. STIRRUP EL.	100	9	13	1	1049	90	4	0.34	0	0.00	1166
SUNSET EL.	180	60	61	20	47	16	11	3.68	0	0.00	299
SYLVANIA HTS. EL.	99	18	5	1	456	81	1	0.18	0	0.00	561
TROPICAL EL.	144	29	10	2	344	69	2	0.40	0	0.00	500
TUCKER, F. S. EL.	23	4	336	64	162	31	2	0.38	0	0.00	523
VILLAGE GREEN EL.	122	21	7	1	438	76	6	1.05	0	0.00	573
WEST, HENRY S. LAB. EL.	234	60	110	28	44	11	4	1.02	0	0.00	392
WINSTON PARK EL.	399	45	36	4	416	47	28	3.19	0	0.00	879
CARVER, G. W. JR.	121	28	126	29	180	42	5	1.16	0	0.00	432
CITRUS GROVE JR.	68	5	137	10	1102	84	0	0.00	0	0.00	1307
KINLOCH PARK JR.	52	4	11	1	1276	95	3	0.22	0	0.00	1342
H. D. MCMILLAN JR.	510	40	43	3	680	54	29	2.30	0	0.00	1262
PONCE DE LEON JR.	394	41	162	17	407	42	8	0.82	0	0.00	971
RIVIERA JR.	372	28	13	1	919	69	22	1.66	0	0.00	1326
ROCKWAY JR.	183	13	6	0	1231	86	11	0.77	0	0.00	1431
SHENANDOAH JR.	59	5	7	1	1110	94	11	0.93	0	0.00	1187
SOUTH MIAMI JR.	310	33	241	26	380	40	11	1.17	1	0.11	943
W. R. THOMAS JR.	308	19	12	1	1276	79	8	0.50	5	0.31	1609
WASHINGTON, B. T. JR.	19	3	241	34	447	63	1	0.14	0	0.00	708
WEST MIAMI JR.	140	11	16	1	1095	87	8	0.64	0	0.00	1259
CORAL GABLES SR.	772	35	275	12	1148	52	25	1.13	0	0.00	2220
MIAMI CORAL PARK SR.	323	14	13	1	2022	85	10	0.42	5	0.21	2373
MIAMI SR.	87	4	190	8	2122	88	12	0.50	0	0.00	2411
MIAMI SUNSET SR.	1255	50	90	4	1106	44	74	2.93	1	0.04	2526
SOUTH MIAMI SR.	330	18	213	12	1280	70	10	0.55	0	0.00	1833
TOTAL SOUTH CENTRAL AREA	10859	20	4813	9	38370	70	524	0.96	30	0.05	54596

ETHNIC COMPOSITION OF K-12 STUDENT POPULATION BY SCHOOL

1984-85

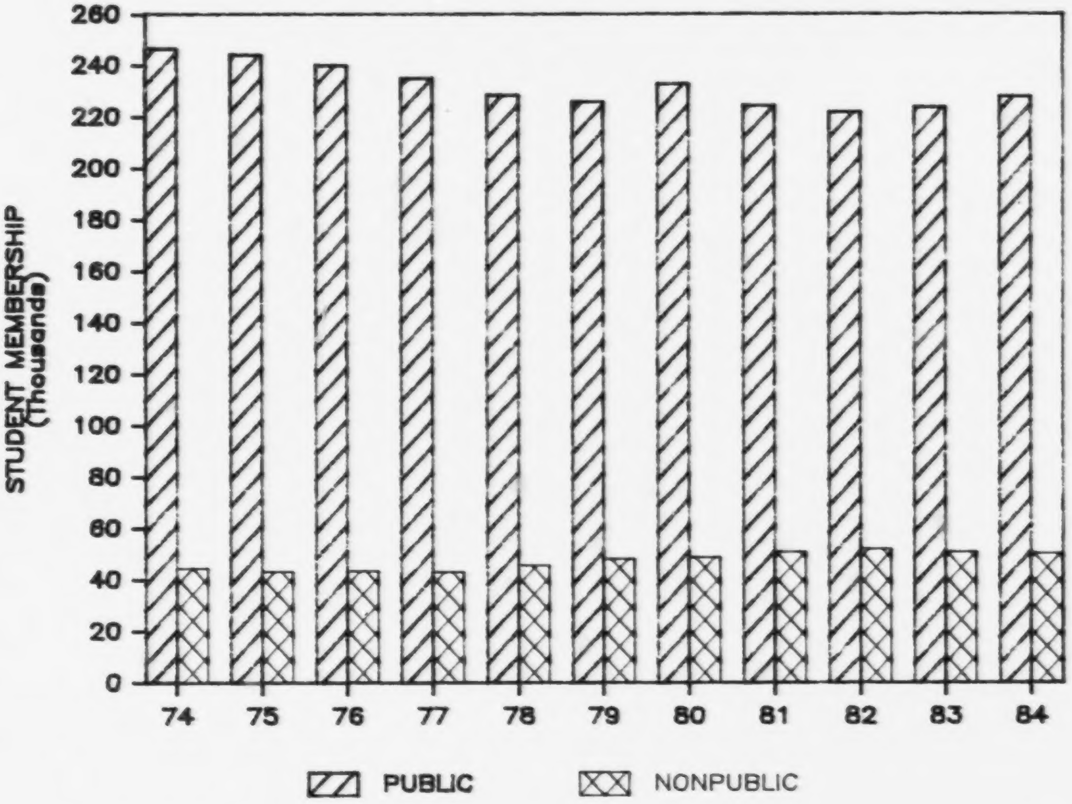
SOUTH AREA

SCHOOL NAME	WHITE NON-HISP.	%	BLACK NON-HISP.	%	HISPANIC	%	ASIAN	%	AMERICAN INDIAN	%	TOTAL
AIR BASE EL.	621	55	322	29	94	8	80	7.14	4	0.4	1121
AVOCADO EL.	384	61	90	14	151	24	4	0.64	0	0.00	629
BEL-AIRE EL.	132	25	283	54	104	20	4	0.76	0	0.00	523
BLUE LAKES EL.	181	39	7	1	273	58	8	1.71	0	0.00	469
CAMPBELL DRIVE EL.	299	30	89	9	579	59	12	1.22	2	0.20	981
CARIBBEAN EL.	127	15	451	52	273	32	8	0.93	3	0.35	862
CALUSA EL.	528	68	31	4	201	26	20	2.56	0	0.00	780
CHAPMAN EL.	240	29	148	18	438	53	2	0.24	0	0.00	828
COLONIAL DRIVE EL.	234	37	284	45	81	13	30	4.77	0	0.00	629
COOPER, N.K. EL.	45	62	16	22	11	15	1	1.37	0	0.00	73
CORAL REEF EL.	487	59	234	28	90	11	17	2.05	1	0.12	829
CUTLER RIDGE EL.	363	49	274	37	97	13	8	1.08	0	0.00	742
CYPRESS EL.	472	66	3	0	225	32	14	1.96	0	0.00	714
DEVONAIRE EL.	562	65	31	4	231	27	35	4.07	0	0.00	859
FLORIDA CITY EL.	134	23	125	21	320	55	1	0.17	2	0.34	582
GLORIA FLOYD EL.	451	61	183	25	77	10	28	3.79	0	0.00	739
GULFSTREAM EL.	454	58	162	21	157	20	13	1.65	0	0.00	786
HOOVER EL.	441	60	19	3	259	35	15	2.04	0	0.00	734
HOWARD DRIVE EL.	230	62	96	26	44	12	3	0.80	0	0.00	373
KENDALE EL.	285	50	21	4	250	44	13	2.28	0	0.00	569
KENWOOD EL.	295	58	27	5	165	32	21	4.13	0	0.00	508
LEEWOOD EL.	447	69	123	19	63	10	13	2.01	0	0.00	646
LEISURE CITY EL.	245	31	158	20	371	48	2	0.26	5	0.64	781
LEWIS, A. L. EL.	4	1	586	95	24	4	1	0.16	0	0.00	615
MARTIN, F. C. EL.	267	53	188	37	38	8	12	2.38	0	0.00	505
MIAMI HTS. EL.	190	35	143	26	202	37	5	0.93	0	0.00	540
MOTON, R. R. EL.	159	35	242	53	56	12	2	0.44	0	0.00	459
NARANJA EL.	127	23	238	43	180	32	15	2.68	0	0.00	560
PALMETTO EL.	245	63	101	26	33	8	10	2.57	0	0.00	389
PERRINE EL.	289	47	264	43	58	9	5	0.81	0	0.00	616
PINECREST EL.	456	76	29	5	101	17	11	1.84	0	0.00	597
PINE LAKE EL.	238	33	398	55	75	10	10	1.39	0	0.00	721
PINE VILLA EL.	9	1	754	98	7	1	0	0.00	0	0.00	770
REDLAND EL.	511	72	35	5	158	22	6	0.85	0	0.00	710
REDONDO EL.	270	52	141	27	111	21	1	0.19	0	0.00	523
RICHMOND EL.	202	35	310	54	59	10	7	1.21	0	0.00	578
SNAPPER CREEK EL.	202	39	9	2	292	57	12	2.33	0	0.00	515
SOUTH MIAMI HTS. EL.	234	27	199	23	430	50	3	0.35	0	0.00	866
SUNSET PARK EL.	464	56	67	8	277	33	27	3.23	0	0.00	835
VINELAND EL.	340	61	121	22	84	15	14	2.50	1	0.18	560
WEST HOMESTEAD EL.	164	23	258	36	285	40	1	0.14	0	0.00	708
WHISPERING PINES EL.	552	78	72	10	68	10	17	2.40	0	0.00	709
ARVIDA JR.	951	62	241	16	278	18	55	3.61	0	0.00	1525
CAMPBELL DRIVE JR.	325	28	362	31	465	40	10	0.86	1	0.09	1163
CENTENNIAL JR.	537	57	259	28	122	13	18	1.92	0	0.00	936
CUTLER RIDGE JR.	425	46	271	30	199	22	22	2.40	0	0.00	917
GLADES JR.	732	56	29	2	514	40	24	1.85	0	0.00	1299
HAMMOCKS JR.	840	63	57	4	397	30	41	3.07	0	0.00	1335
HOMESTEAD JR.	458	39	317	27	375	32	14	1.20	2	0.17	1166
MAYS JR.	116	14	456	56	233	29	7	0.86	0	0.00	812
PALMETTO JR.	956	70	234	17	144	11	27	1.98	0	0.00	1361
REDLAND JR.	744	60	220	18	255	20	27	2.17	0	0.00	1246
RICHMOND HTS. JR.	340	28	585	49	255	21	12	1.01	1	0.08	1193
SOUTHWOOD JR.	1018	69	291	20	153	10	20	1.35	0	0.00	1482
HOMESTEAD SR.	840	42	500	25	614	31	41	2.06	0	0.00	1995
MIAMI KILLIAN SR.	1792	62	620	21	419	14	75	2.58	2	0.07	2908
MIAMI PALMETTO SR.	1774	76	285	12	240	10	37	1.58	0	0.00	2336
MIA. D. MAC ARTHUR SO.	20	10	149	74	32	16	0	0.00	0	0.00	201
SOUTH DADE SR.	1113	63	315	18	336	19	14	0.79	2	0.11	1780
MIAMI SOUTHRIDGE SR.	1028	43	729	30	596	25	46	1.92	0	0.00	2399
SOUTHWEST MIAMI SR.	765	34	13	1	1441	64	46	2.03	0	0.00	2265
C.O.P.E. CENTER - S.	1	1	73	92	5	6	0	0.00	0	0.00	79
TOTAL SOUTH AREA	27355	49	13338	24	14165	25	1047	1.87	26	0.05	55931
TOTAL DISTRICTWIDE	60257	26.5	73461	32.3	90938	40.0	2416	1.1	86	.01	227158*

*Does not include 904 students enrolled in off-campus programs for alternative and exceptional education.

Source: Fall Student Survey, October 1984, Office of Educational Accountability.

TOTAL NUMBER OF SCHOOL AGE CHILDREN IN PUBLIC AND NON-PUBLIC SCHOOLS (FALL MEMBERSHIP) 1974 to 1984



Year	Public School		Non-public School		Total	
	Number*	%	Number	%	Number	%
1974	246,739	84.7	44,498	15.3	291,237	100
1975	244,439	85.0	43,218	15.0	287,657	100
1976	240,248	84.7	43,541	15.3	283,789	100
1977	235,123	84.5	43,062	15.5	278,185	100
1978	228,592	83.3	45,780	16.7	274,372	100
1979	226,155	82.4	48,218	17.6	274,373	100
1980	232,951	82.7	48,785	17.3	281,736	100
1981	224,580	81.6	50,780	18.4	275,360	100
1982	222,058	81.0	52,053	19.0	274,111	100
1983	223,854	81.5	50,776	18.5	274,630	100
1984	228,062	81.9	50,255	18.1	278,317	100

* Totals include pre-kindergarten and Alternative and Exceptional Student education programs.

Source: Public school membership - Office of Educational Accountability
Non-public school membership - Attendance Services

MEMBERSHIP OF PUBLIC AND NON-PUBLIC SCHOOLS IN DADE BY GRADE GROUPS
(FALL MEMBERSHIP)
1974-84

	K		1-6		7-9		10-12		K-12 *	
	Number	%	Number	%	Number	%	Number	%	Number	%
1974										
Public Schools	13,675	5.6	112,934	45.9	63,400	25.8	55,806	22.7	245,815	100
Non-Public School	4,616	10.4	21,984	49.4	11,603	26.1	6,295	14.1	44,498	100
1975										
Public Schools	14,364	5.9	109,379	44.8	64,732	26.5	55,746	22.8	244,221	100
Non-Public Schools	3,564	8.2	20,947	48.5	11,844	27.4	6,863	15.9	43,218	100
1976										
Public Schools	14,548	6.1	105,212	43.8	64,793	27.0	55,441	23.1	239,994	100
Non-Public Schools	4,239	9.7	20,428	46.9	11,478	26.4	7,396	17.0	43,541	100
1977										
Public Schools	13,485	5.7	103,526	44.1	62,430	26.6	55,375	23.6	234,816	100
Non-Public Schools	4,219	9.8	19,902	46.2	11,595	26.9	7,346	17.1	43,062	100
1978										
Public Schools	12,738	5.6	102,773	45.1	59,676	26.2	52,919	23.2	228,106	100
Non-Public Schools	4,827	10.5	21,041	46.0	11,746	25.7	8,166	17.8	45,780	100
1979										
Public Schools	12,775	5.7	103,833	46.0	57,672	25.5	51,459	22.8	225,739	100
Non-Public Schools	4,914	10.2	22,556	46.8	11,569	24.0	9,179	19.0	48,218	100
1980										
Public Schools	13,201	5.7	109,760	47.3	58,065	25.0	51,139	22.0	232,165	100
Non-Public Schools	5,047	10.3	23,267	47.7	11,411	23.4	9,060	18.6	48,785	100
1981										
Public Schools	13,108	5.9	105,980	47.4	56,051	25.1	48,571	21.7	223,710	100
Non-Public Schools	5,947	11.7	24,067	47.4	11,572	22.8	9,194	18.1	50,780	100
1982										
Public Schools	12,858	5.8	104,402	47.2	56,237	25.4	47,579	21.5	221,076	100
Non-Public Schools	7,039	13.5	23,981	46.1	11,995	23.0	9,038	17.4	52,053	100
1983										
Public Schools	12,823	5.8	105,009	47.1	57,116	25.6	47,875	21.5	222,823	100
Non-Public Schools	7,323	14.4	23,385	46.0	11,354	22.4	8,714	17.2	50,776	100
1984										
Public Schools	14,227	6.3	106,117	46.8	58,926	25.9	47,624	21.0	226,894	100
Non-Public Schools	8,111	16.1	22,118	44.0	11,194	22.3	8,832	17.6	50,255	100

* Totals do not include pre-kindergarten and students enrolled in off-campus alternative and exceptional student education programs.

Sources: Public school membership - Office of Educational Accountability
Non-public school membership - Attendance Services.

ADULT PROGRAM ENROLLMENT BY TYPE OF COURSE*

Program	1979-80	1980-81	1981-82	1982-83	1983-84
Agriculture	93	120	409	401	483
Apprenticeship Training	2,902	2,887	3,061	3,103	2,775
Distributive Education	8,560	6,885	7,030	6,136	6,765
Diversified Education	-	-	-	53	338
General Adult Education	226,292	277,117	281,489	264,824	275,276
Health Occupations	2,233	2,418	2,990	2,619	3,521
Home Economics	15,533	15,844	17,184	17,447	20,334
Office Occupations	22,831	22,024	23,316	23,350	24,972
Public Service	-	-	-	130	31
Trade and Industrial	21,257	22,405	24,242	22,019	22,232
Community Inst. Services	7,808	23,297	18,590	16,258	13,583
Tuition/Self-Supporting	13,850	7,743	2,184	1,313	898
TOTAL	321,359	380,740	380,495	357,653	371,208

*Data reported in the above table represent the sum of the enrollment in the various programs over each of the trimesters. For example, if an individual enrolls in one course for each of the trimesters in a year, that individual would be recorded as three.

Source: Office of Vocational, Adult, and Community Education.

OUTCOMES OF SCHOOLING

NUMBER OF HIGH SCHOOL GRADUATES
1976-77 to 1983-84

School Year	Number of Graduates	Percent of Twelfth Grade Membership*
1976-77	14,185	95.0
1977-78	14,370	93.6
1978-79	12,965	96.6
1979-80	13,103	94.6
1980-81	12,626	95.7
1981-82	12,119	94.5**
1982-83	12,428	96.3
1983-84	13,036	97.1

Note: Graduates include regular and Exceptional Students diplomas but exclude Certificates of Completion.

* First Month Membership.

** Percentage of membership prior to 1981-82 was computed including only 12th grade students in regular on campus classes.

Source: Current year - Fall Student Survey, October 1984, Office of Educational Accountability.
Prior years - Historical records, Office of Educational Accountability.

NUMBER OF HIGH SCHOOL GRADUATES BY ETHNICITY AND GENDER
1983 - 84

School Type of Diploma	White Non-Hispanic		Black Non-Hispanic		Hispanic		Asian/American Indian		Total Male	Total Female	Total
	Male	Female	Male	Female	Male	Female	Male	Female			
North Area											
American Sr.											
Standard Diploma	49	51	79	123	51	63	2	1	181	238	419
Other*	-	-	4	1	2	1	-	-	6	2	8
Hialeah-Miami Lakes Sr.											
Standard Diploma	102	97	47	67	136	201	-	-	285	365	650
Other*	-	-	1	2	2	1	-	-	3	3	6
Miami Beach Sr.											
Standard Diploma	82	100	32	52	57	49	2	2	173	203	376
Other*	-	-	-	-	-	-	-	-	0	0	0
Miami Carol City Sr.											
Standard Diploma	12	8	141	166	37	29	2	1	192	204	396
Other*	-	-	-	1	1	-	-	-	1	1	2
Miami Norland Sr.											
Standard Diploma	80	57	132	149	14	13	4	1	230	220	450
Other*	-	-	2	-	-	-	-	-	2	0	2
North Miami Beach Sr.											
Standard Diploma	220	219	50	52	39	51	7	5	316	327	643
Other*	-	-	-	-	-	-	-	-	0	0	0
North Miami Sr.											
Standard Diploma	136	137	60	68	51	32	3	7	250	244	494
Other*	3	1	2	1	-	-	-	-	5	2	7
North Central Area											
Hialeah Sr.											
Standard Diploma	59	38	12	12	273	321	1	1	345	372	717
Other*	-	-	-	-	3	1	-	-	3	1	4
Miami Central Sr.											
Standard Diploma	11	13	151	188	23	21	4	1	189	223	412
Other*	-	-	-	-	-	-	-	-	0	0	0
Miami Edison Sr.											
Standard Diploma	8	6	156	179	12	27	4	1	180	213	393
Other*	-	-	7	5	1	2	-	-	8	7	15
Miami Jackson Sr.											
Standard Diploma	2	1	103	160	96	101	-	1	201	263	464
Other*	-	-	-	-	-	-	-	-	0	0	0
Miami Northwestern Sr.											
Standard Diploma	-	1	188	211	1	-	-	-	189	212	401
Other*	-	-	1	-	-	-	-	-	1	-	1
Miami Springs Sr.											
Standard Diploma	57	68	40	39	166	141	2	1	265	249	514
Other*	2	1	4	1	6	3	-	-	12	5	17

*Includes Certificates of Completion (those who did not pass the State Assessment Part II test), Exceptional Student diploma, and Exceptional Student certificate.

NUMBER OF HIGH SCHOOL GRADUATES BY ETHNICITY AND GENDER
1983 - 84

School Type of Diploma	White Non-Hispanic		Black Non-Hispanic		Hispanic		Asian/American Indian		Total	Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
South Central Area											
Coral Gables Sr.											
Standard Diploma	117	135	31	31	139	187	3	3	290	356	646
Other*	1	1	2	1	-	2	-	1	3	5	8
Miami Coral Park Sr.											
Standard Diploma	47	53	1	2	273	334	3	-	324	389	713
Other*	-	-	-	-	-	-	-	0	0	0	0
Miami Sr.											
Standard Diploma	8	14	20	30	250	270	4	1	282	315	597
Other*	-	-	2	-	2	2	1	-	5	2	7
Miami Sunset Sr.											
Standard Diploma	210	225	14	6	157	161	17	10	398	402	800
Other*	-	-	-	-	-	-	-	-	0	0	0
South Miami Sr.											
Standard Diploma	52	74	30	32	181	233	2	2	265	341	606
Other*	1	2	4	2	2	6	-	-	7	10	17
South Area											
Homestead Sr.											
Standard Diploma	63	72	28	40	56	55	4	5	151	172	323
Other*	3	3	5	-	1	2	-	-	9	5	14
Miami Killian Sr.											
Standard Diploma	256	261	75	94	47	42	6	7	384	404	788
Other*	-	-	1	-	-	-	-	-	1	-	1
Miami Palmetto Sr.											
Standard Diploma	248	294	38	32	24	32	6	3	316	361	677
Other*	1	-	3	1	-	-	-	-	4	1	5
South Dade Sr.											
Standard Diploma	105	91	26	24	19	27	1	3	151	145	296
Other*	-	3	-	1	-	1	-	-	-	5	5
Miami Southridge Sr.											
Standard Diploma	143	138	89	93	67	72	5	1	304	304	608
Other*	-	2	1	1	1	1	-	-	2	4	6
Southwest Miami Sr.											
Standard Diploma	87	101	1	1	152	168	3	3	243	273	516
Other*	-	-	-	-	-	-	-	-	0	0	0
Districtwide Total**											
Standard Diploma	2156	2265	1583	1882	2333	2646	86	60	6158	6853	13011
Other*	12	14	43	18	22	22	1	1	78	55	133

*Includes Certificates of Completion (those who did not pass the State Assessment Part II test), Exceptional Student diploma, and Exceptional Student certificate.

**Total does not represent the sum of the graduates in the above schools. Districtwide total includes graduates from alternative schools (McArthur North and South and C.O.P.E. Centers), Occupational Training center, and off-campus alternative and exceptional student education programs (including homebound).

SEVENTH EDITION STANFORD ACHIEVEMENT TEST RESULTS
MEDIAN PERCENTILES
SPRING 1982, 1983, and 1984

Dade County Public school students in grades K-11 are tested with the Stanford Achievement Test in late April or early May each year. The table below provides the median percentile scores for the district in the various subtests for three years. The median percentile is the score point which separates the distribution of scores into a top and a bottom half. The national median percentile is 50. The median percentile scores shown below may be compared to the national norm (or average) of the 50th percentile.

	K*			1			2			3			4			5			6			7			8			9			10			11		
SUBTEST	82	83	84	82	83	84	82	83	84	82	83	84	82	83	84	82	83	84	82	83	84	82	83	84	82	83	84	82	83	84	82	83	84	82	83	84
Reading Comprehension				41	44	46	40	40	43	43	40	43	35	34	36	39	37	40	43	41	40	38	38	35	44	49	44	52	54	54	42	42	43	--	45	45
Mathematics Computation	53	39	39	40	39	44	55	55	60	51	48	51	50	51	51	54	54	55	60	60	60	45	45	44	53	56	56	62	62	65	51	52	54	--	54	56
Mathematics Concepts				35	40	40	50	51	51	49	49	54	50	52	55	45	48	50	51	48	51	46	46	46	49	51	51	55	55	58				--		
Mathematics Applications							40	42	42	53	50	53	51	48	51	49	47	50	52	52	52	41	41	44	41	44	41	44	46	49				--		
Listening Comprehension	32	32	37	36	36	36	41	44	41	41	38	41	42	38	42	40	37	37	42	40	40	40	40	39	44	44	40	45	45	45				--		
Language										48	48	48	42	45	45	46	46	46	48	48	48	41	43	41	39	42	42	44	45	46	41	38	41	--	44	44
Word Study Skills**						46			32			38			38			36			39															
Sounds and Letters	45	49	49																																	
Word Reading	49	55	61	45	45	46	40	40	40																											
Environment	32	34	40	42	42	42	40	40	40																											
Science										43	40		42	40		40	40		45	42		37	41		34	39		35	38		38	35			35	
Social Science										45	41		41	41		40	37		48	43		42	39		37	37		42	42		37	35			39	

*Kindergarten Test Level was changed between 1982 and 1983
**First administration 1984

SOURCE: Office of Educational Accountability

STANFORD TEST SCORES BY GRADE AND GENDER IN MEAN PERCENTILES

Spring 1984

The table below provides the Stanford mean (arithmetic average) of the percentile scores for Reading and Math, presented by grade and gender. (The table on page 34 provides median percentile scores.)

The percentile differences between males and females represent less that one raw score (one additional correct answer) on the subtests. The various math subtests contain 36-45 questions; the reading subtests contain 40-60 questions.

	READING				MATHEMATICS APPLICATIONS				MATHEMATICS COMPUTATION				MATHEMATICS CONCEPTS			
GRADE	MALE	FEMALE	TOTAL	NUMBER*	MALE	FEMALE	TOTAL	NUMBER*	MALE	FEMALE	TOTAL	NUMBER*	MALE	FEMALE	TOTAL	NUMBER*
K	39.2	39.5	39.4	9,952					42.7	45.5	44.0	10,096				
1	45.1	51.6	48.3	13,225					45.7	46.9	46.3	13,221	43.2	43.7	43.5	13,245
2	42.3	47.6	44.9	14,943	45.7	44.6	45.1	14,883	54.6	57.1	55.8	14,941	52.6	50.5	51.6	14,929
3	43.5	48.5	46.0	15,100	52.3	52.1	52.2	15,055	49.3	52.9	51.1	15,108	54.7	52.8	53.8	15,064
4	40.0	42.2	41.1	15,471	51.2	49.7	50.5	15,430	48.7	52.9	50.7	15,496	54.2	52.1	53.2	15,466
5	40.7	44.9	42.8	15,660	50.7	49.8	50.3	15,584	51.7	57.0	54.3	15,609	51.5	49.3	50.4	15,610
6	40.7	45.2	42.9	15,868	52.1	50.5	51.3	15,794	55.2	60.4	57.8	15,864	52.7	50.0	51.4	15,806
7	38.6	41.1	39.8	16,823	47.6	45.5	46.5	16,723	45.0	48.9	47.0	16,784	49.2	48.9	49.1	16,777
8	45.2	48.7	47.0	15,743	46.6	43.9	45.2	15,666	51.6	55.5	53.6	15,714	51.8	50.5	51.2	15,707
9	52.2	54.7	53.5	14,915	51.2	46.5	48.8	14,768	57.8	60.5	59.2	14,902	56.1	53.6	54.8	14,836
10	44.7	46.7	45.7	14,953					55.0	53.2	54.1	14,960				
11	45.8	47.3	46.6	12,165					57.6	54.8	56.1	12,168				
ALL GRADES	43.1	46.6	44.8		49.6	47.8	48.7		51.3	54.1	52.7		51.8	50.2	51.1	

NOTE: At all grade levels other than kindergarten, the Reading Comprehension subtest scores are reported. At kindergarten, Listening to Words and Stories is the Stanford subtest used to represent reading achievement.

Kindergarten has only one math subtest and it is listed under Mathematics Computation. At grade one there are two Stanford math subtests, namely Mathematics Computation and Applications and Mathematics Concepts. On the chart for grade one, the Mathematics Computation and Applications subtest scores are listed under Mathematics Computation. At grades ten and eleven the math subtest includes a combination of math skills, i.e., mathematics concepts, computation, and applications. On the chart for grades ten and eleven, these Math subtest scores are also listed under Mathematics Computation.

* Total number of students tested: the number of males and females is approximately equal at each grade level.

SOURCE: Office of Educational Accountability: Testing Department

STATEWIDE STUDENT ASSESSMENT TEST
PART I, BASIC SKILLS

In the table below are shown the "average percent mastery" scores for the Statewide Student Assessment Test for 1981 through 1984 (October). Average percent mastery is the numeric average, across the number of standards tested, of the percent of students achieving each standard. Averaged across all skill areas and grades, Dade's average percentage mastery for October 1984 is 90, an increase of 2 points from last year. The State average computed in the same manner is 92, an increase of 1 point from the prior year.

Districtwide and State Average Percent Mastery
October Basic Skills Test 1981-84

Skill Area		Grade						Average by Skill Area across Grades	
		3		5		8			
		Dade	State	Dade	State	Dade	State	Dade	State
Reading	1984	90	93	91	93	87	90	89	92
	1983	89	92	86	89	83	88	86	90
	1982	88	91	87	90	84	88	86	90
	1981	88	89	86	87	83	85	86	87
Writing	1984	95	97	89	91	91	94	92	94
	1983	94	96	90	92	91	93	92	94
	1982	93	95	87	90	89	92	90	92
	1981	90	92	86	87	88	88	88	89
Mathematics	1984	92	93	88	88	86	88	89	90
	1983	91	92	87	87	85	87	88	89
	1982	89	90	85	86	84	85	86	87
	1981	90	90	85	85	82	82	86	86
								Over-all Average	
Average by Grade across Skill Areas	1984	92	94	89	91	88	91	90	92
	1983	91	93	88	89	86	89	88	91
	1982	90	92	86	89	86	88	87	90
	1981	89	90	86	86	84	85	86	87

Source: Listings of Achievement, Florida Department of Education.

STATEWIDE STUDENT ASSESSMENT TEST, PART I - GRADE 10
AVERAGE PERCENT MASTERY
SPRING 1982, 1983, 1984 and 1985

The table below presents results of Statewide Student Assessment Test, Part I for grade 10 in terms of Average Percent Mastery. A four-year comparison is provided for each senior high school, as well as the district and state average. Beginning in 1984, the Florida Department of Education designated a school as "deficient" if the composite score fell below 80. In earlier years, a score of 70 percent or lower was used to designate deficient schools. In both 1984 and 1985, five senior high schools were designated as deficient in at least one skill area.

SCHOOLS	READING				WRITING				MATHEMATICS			
	82	83	84	85	82	83	84	85	82	83	84	85
*American	81	81	85	86	79	80	85	88	73	78	80	78
Coral Gables	88	82	88	92	84	83	89	92	82	83	87	89
Hialeah	79	77	88	84	75	76	88	86	78	80	87	86
Hialeah-Miami Lakes	86	82	86	86	80	82	88	88	77	84	83	87
Homestead	85	85	88	89	79	84	89	92	75	79	86	86
Miami Beach	82	82	85	85	80	82	84	87	77	83	84	84
Miami Carol City	74	73	77	81	70	76	82	85	63	73	84	86
*Miami Central	74	78	72	79	71	79	73	82	71	76	78	86
Miami Coral Park	89	86	91	92	84	85	92	91	83	87	88	90
*Miami Edison	69	73	73	75	74	72	73	78	73	77	86	82
*Miami Jackson	73	76	78	72	75	80	82	80	69	77	82	76
Miami Killian	92	93	94	96	88	89	93	96	87	89	89	91
Miami Norland	87	86	86	88	82	85	86	88	77	82	83	86
*Miami Northwestern	69	70	72	72	71	75	80	82	64	74	84	84
Miami Palmetto	93	91	94	94	88	90	95	95	88	90	92	90
Miami Senior	80	76	90	88	78	77	88	86	81	86	91	88
Miami Southridge	87	86	88	91	82	85	89	91	77	83	85	88
Miami Springs	80	76	83	87	76	77	82	85	79	81	87	86
Miami Sunset	90	90	95	95	85	90	94	95	83	87	88	89
North Miami	83	78	85	87	79	78	84	89	76	79	80	83
North Miami Beach	92	90	91	93	84	87	91	94	85	87	90	92
South Dade	85	84	84	88	79	82	87	88	76	80	80	83
South Miami	91	83	90	87	87	84	89	86	84	85	85	90
Southwest Miami	92	90	92	95	87	88	91	94	83	88	87	92
DISTRICT	84	83	86	88	80	82	87	89	78	83	85	87
STATE	89	88	90	**	84	86	91	**	81	85	87	**

*These schools have been designated as deficient for the school year 1984-85 in one or more of the skill areas, based on the State's 80 percent criterion.

**Statewide results were not available as of the date of preparation of this analysis.

SOURCE: Listings of Achievement, Florida Department of Education

STATEWIDE STUDENT ASSESSMENT TEST, PART II - GRADE 10
COMPARISON--PERCENT OF STUDENTS PASSING
SPRING 1982, 1983, 1984 and 1985

The table below shows the percent of students passing the Statewide Student Assessment Test, Part II in each senior high school. A four-year comparison is also provided. Part I tests the basic skills, focusing on reading, writing, and mathematics. Part II deals with the application of basic skills. For example, the student may be asked to compute the cost, including Florida sales tax, of specific items listed in a newspaper ad. If a student fails to master the basic skills standards of the test, the school may use local procedures to remediate and then certify mastery at a later date. Mastery of Part II standards can be demonstrated only by taking and passing the State Assessment Part II test. Passage is required for receipt of a regular high school diploma.

SCHOOLS	COMMUNICATION SKILLS				MATHEMATICS SKILLS			
	1982	1983	1984	1985	1982	1983	1984	1985
American	92	90	79	80	60	60	70	69
Coral Gables	96	91	87	86	81	71	85	84
Hialeah	93	88	86	74	72	64	79	74
Hialeah-Miami Lakes	95	89	87	82	69	70	77	80
Homestead	95	94	89	85	74	70	77	73
Miami Beach	92	91	83	77	71	72	80	73
Miami Carol City	84	78	76	73	39	47	67	65
Miami Central	84	86	71	64	52	46	60	66
Miami Coral Park	97	97	91	85	83	84	84	82
Miami Edison	81	83	74	69	49	53	70	67
Miami Jackson	86	77	73	63	52	50	69	58
Miami Killian	98	98	94	92	85	80	89	87
Miami Norland	94	92	85	80	67	69	76	77
Miami Northwestern	83	82	71	58	39	48	63	59
Miami Palmetto	96	96	94	90	84	84	91	86
Miami Senior	93	88	77	74	76	66	79	77
Miami Southridge	95	94	89	88	74	69	85	87
Miami Springs	90	87	80	75	71	67	76	72
Miami Sunset	96	96	94	92	82	85	90	86
North Miami	92	87	81	80	70	65	76	76
North Miami Beach	97	95	91	90	83	77	89	90
South Dade	94	91	87	79	70	72	77	73
South Miami	94	92	87	79	76	76	81	80
Southwest Miami	97	96	91	90	82	79	84	87
DISTRICT	93	90	85	80	71	68	79	77
STATE	95	95	91	88	78	78	87	84

NUMBER TESTED IN DADE -		
	1982	15,305
	1983	15,037
	1984	14,582
	1985	14,471

Source: Listings of Achievement, Florida Department of Education

COMPARISON OF PERCENTAGE OF DADE AND STATE STUDENTS ON MASTERY OF THE STATE STUDENT ASSESSMENT TESTS BY ETHNIC CATEGORIES

	1977 (Initial Year of Testing)					1981 (Base Year for State Indicators)					1982					1983***				
	White	Black	Hisp	Other	Total	White	Black	Hisp	Other	Total	White	Black	Hisp	Other	Total	White	Black	Hisp	Other	Total
Grade 3																				
State	87	71	79	84	83	91	83	87	89	89	93	86	87	90	90	95	89	90	93	93
Dade	89	71	81	85	81	92	85	88	89	88	93	86	88	88	88	95	88	90	93	91
Grade 5																				
State	82	62	76	79	77	88	77	83	85	85	89	79	83	88	86	91	82	87	90	89
Dade	86	62	79	73	76	89	79	85	84	84	90	80	83	87	84	93	83	87	88	87
Grade 8																				
State	79	51	71	67	72	86	72	82	80	83	89	77	82	87	86	91	82	84	88	89
Dade	81	50	73	62	70	90	73	84	79	83	91	76	83	84	83	93	79	85	84	86
Grade 10 - SSAT-I*																				
State	83	54	76	69	76	89	73	83	80	86	88	71	79	79	83	90	77	81	83	87
Dade	84	54	77	68	74	91	73	84	78	84	89	68	80	81	80	91	74	81	83	82
Grade 10 - SSAT-II** (Communications)																				
State	97	74	93	81	92	98	88	94	88	95	97	87	92	89	94	97	89	91	88	95
Dade	97	75	93	69	89	97	85	94	80	92	97	83	93	89	92	98	82	90	86	90
Grade 10 - SSAT-II** (Mathematics)																				
State	76	23	61	55	64	87	51	76	69	78	85	49	73	71	76	86	53	71	75	78
Dade	79	23	62	49	58	88	47	78	60	73	86	44	74	78	69	86	45	71	69	68

*Data for 1977 and 1981 are based upon October assessment of students in Grade 11.

**Data for 1977 is based upon October assessment of students in Grade 11.

***Beginning with the October 1983 assessment, all exceptionalities have been excluded from the data included in this report except for Speech and Language Impaired, Hospitalized/Homebound and Gifted students. Prior to the October 1983 all calculations included regular as well as exceptional students participating in the regular assessments, with the exception of the Educable Mentally Handicapped Students.

Source: A COMPARATIVE ANALYSIS OF ATTAINMENT OF MINIMUM PERFORMANCE STANDARDS BY SCHOOL - SCHOOL DISTRICT - REGION. 1977-1981-1982, and 1977-1982-1983 editions, Florida Department of Education.

Data for this table give derived composite scores which are the average percentages of students achieving each basic skills minimum performance standard at the individual grade levels assessed.

The derived scores on the SSAT II are the actual percentages of students passing communications and mathematics.

SCHOLASTIC APTITUDE TEST (SAT)
NUMBER OF STUDENTS IN THE UPPER SCORE RANGES

The table below provides districtwide data on the number of students scoring in the upper score ranges of the Scholastic Aptitude Test. The Scholastic Aptitude Test is administered nationwide by the Admissions Testing Program of the College Entrance Examination Board as a college admissions test. Scores are reported separately for verbal and mathematics portions of the test.

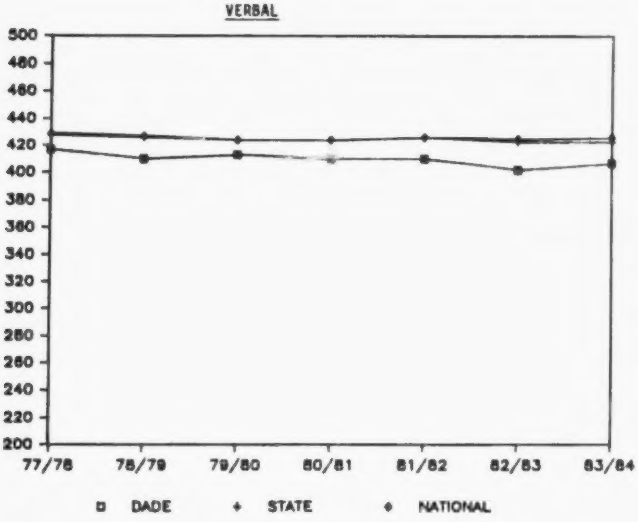
Score Ranges	Number of Students 1981-82	 1982-83	 1983-84
VERBAL SECTION			
700+	30	26	30
650+	101	102	106
600+	269	253	260
550+	536	517	569
MATHEMATICS SECTION			
700+	81	128	127
650+	249	276	329
600+	520	543	659
550+	1,026	947	1,139
Number of Students Tested	4,788	4,718	4,806

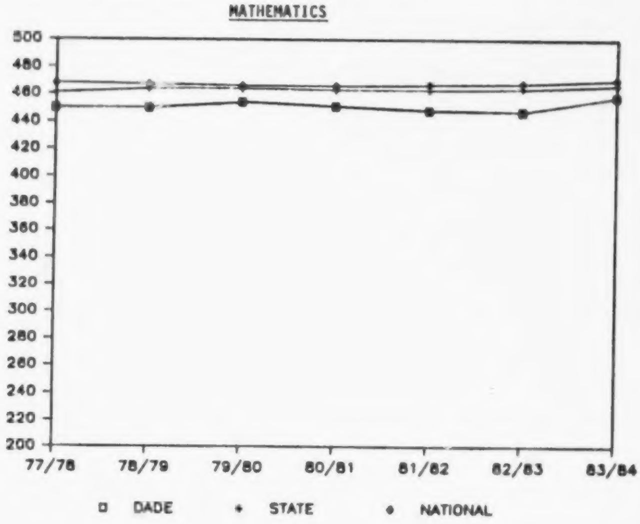
SOURCE: College Board ATP Summary Reports, College Entrance Examination Board.

SCHOLASTIC APTITUDE TEST (SAT) SCORES

SEVEN-YEAR SUMMARY

	VERBAL							MATHEMATICS						
	77/78	78/79	79/80	80/81	81/82	82/83	83/84	77/78	78/79	79/80	80/81	81/82	82/83	83/84
DADE	417	410	413	410	410	402	407	450	450	454	451	448	447	458
STATE	428	426	424	424	426	423	423	461	464	464	463	463	464	467
NATIONAL	429	427	424	424	426	425	426	468	467	466	466	467	468	471





Source: College Board ATP Summary Reports, College Entrance Examination Board.

AMERICAN COLLEGE TESTING EXAMINATION (ACT)
NUMBER OF STUDENTS IN UPPER SCORE RANGES

The table below provides districtwide data on the number of students scoring in the upper score ranges of the American College Testing Program Examination. This examination (ACT) is administered nationwide by the American College Testing Program as a college entrance examination, with scores reported for English, Mathematics, Social Studies, Natural Science, and a composite of these four. As is true with the SAT, the percentage of seniors taking the ACT varies widely from state to state. Most states emphasize one or the other of these two tests, so that an "SAT state" tends to have few students taking the ACT. Florida is one of the few states which has a significant number taking both tests.

Score Ranges		Number of Students	
	1981-82	1982-83	1983-84
ENGLISH			
32+	2	7	12
30+	15	27	27
28+	32	70	64
26+	72	149	153
MATHEMATICS			
32+	24	66	63
30+	53	95	98
28+	96	168	187
26+	167	294	336
SOCIAL STUDIES			
32+	18	33	40
30+	67	101	104
28+	110	190	179
26+	184	285	311
NATURAL SCIENCE			
32+	24	70	65
30+	81	162	161
28+	143	256	273
26+	217	404	412
COMPOSITE			
32+	5	17	9
30+	24	57	48
28+	67	126	133
26+	137	225	263
Number of Students Tested	1,019	1,512	2,806

SOURCE: High School Profile Reports, American College Testing Program.

COLLEGE BOARD ACHIEVEMENT TESTS
NUMBER OF STUDENTS IN THE UPPER SCORE RANGES

The table below provides districtwide data on the number of students scoring in the upper score ranges of the College Board Achievement Tests. The Admissions Testing Program of the College Entrance Examination Board administers achievement tests in a number of areas including the following: English Composition, Literature, Mathematics I, Mathematics II, American History, European History, Biology, Chemistry, Physics, Spanish, French, German, and Latin. These tests are required for admissions to certain colleges and universities, mainly select private colleges. These colleges usually require the submission of test scores in three subject areas, one of which is English Composition.

Score Ranges	Number of Students 1981-82	1982-83	1983-84
ENGLISH COMPOSITION			
700+	26	25	29
650+	70	57	79
600+	150	127	150
550+	229	216	228
MATHEMATICS I			
700+	29	36	26
650+	64	83	57
600+	121	139	107
550+	172	193	184
AMERICAN HISTORY			
700+	15	16	14
650+	32	29	28
600+	53	43	60
550+	75	64	80
BIOLOGY			
700+	7	12	11
650+	14	22	19
600+	23	36	28
550+	31	37	39
PHYSICS			
700+	13	13	12
650+	20	19	23
600+	24	24	33
550+	34	30	42
FRENCH			
700+	4	4	2
650+	7	4	3
600+	10	8	5
550+	14	10	8

COLLEGE BOARD ACHIEVEMENT TESTS
(Continued)

Score Ranges		Number of Students	
	1981-82	1982-83	1983-84
LATIN			
700+	0	0	*
650+	0	0	*
600+	0	0	*
550+	0	0	*
LITERATURE			
700+	2	5	5
650+	10	11	11
600+	22	22	20
550+	36	38	34
MATHEMATICS II			
700+	40	53	65
650+	68	75	99
600+	87	91	121
550+	96	100	134
EUROPEAN HISTORY			
700+	0	1	0
650+	0	1	1
600+	0	4	6
550+	0	5	6
CHEMISTRY			
700+	6	12	24
650+	12	26	33
600+	22	34	45
550+	31	49	52
SPANISH			
700+	25	35	28
650+	38	51	40
600+	47	61	48
550+	58	79	58
GERMAN			
700+	0	1	*
650+	0	3	*
600+	1	3	*
550+	1	3	*
COMPOSITE			
700+	22	31	33
650+	76	95	89
600+	178	175	186
550+	274	281	292

*No scores included in 1983-84 report to District.

SOURCE: College Board ATP Summary Reports

ENROLLMENT IN ADVANCED LEVEL COURSES

The tables on the following four pages provide data on the number of students enrolled in advanced level courses in secondary schools as of February 20, 1985. The first three columns show the course identification number, the placement code (the letter H indicates that the course is designated as Honors and the letters AP, that the course is Advanced Placement), and course title. The remaining columns show the number of students enrolled in each of the advanced courses and the students' ethnicity and gender. Sub-totals are provided to indicate total enrollment in each of the major subject areas, viz., Social Studies, Science, Mathematics and Computer Science, Language Arts, Foreign Language, and Miscellaneous category. At the conclusion of the table, a grand total of districtwide enrollment in all advanced level courses is provided. Also included at the conclusion of the table is a computation that shows the enrollment in advanced level courses as percent of total student periods (excluding optional seventh period). Total student periods were computed by multiplying total student membership in grades 9 to 12 in each of the ethnic/gender categories by six. The percentage was computed by dividing enrollment in advanced courses by total student periods in each of the ethnic/gender categories. This analysis shows that the participation in the advanced level courses by students in the various ethnic/gender categories was as follows:

Black	3.5%
White	11.2
Hispanic	4.8
American Indian	.8
Asian	20.2
Total Male	5.9
Total Female	7.3
Districtwide Total	6.6

ENROLLMENT IN ADVANCED COURSES, BY SUBJECT AREA, ETHNICITY, AND GENDER

(AS OF FEBRUARY 20, 1985)

			BLACK		WHITE		HISPANIC		INDIAN		ASIAN		TOTAL		
COURSE	PLAC	COURSE TITLE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	TOTAL
SOCIAL STUDIES															
40001	H	INDEPENDENT STUDY: SOCIAL STUDIES	1	2	9	16	2	1					12	19	31
40003	H	INDEPENDENT STUDY: SOCIAL STUDIES		6		8	8	20			1		9	34	43
40005	H	HONORS STUDENT LEADERSHIP DEVELOPMENT, SOCIAL STUDIES			1	1		3			1		2	4	6
41503	H	ADVANCED WORLD HISTORY	121	189	381	454	176	214			29	24	707	881	1588
41703	H	HONORS AMERICAN HISTORY	64	170	191	248	53	59			7	7	315	484	799
41801	H	PROBLEMS IN AMERICAN DEMOCRACY			1	3	7	21				1	8	25	33
42202	AP	ADVANCED PLACEMENT AMERICAN HISTORY 2					1						1		1
42203	AP	ADVANCED PLACEMENT AMERICAN HISTORY	38	55	208	210	113	116			20	17	379	398	777
42904	H	HONORS SOCIAL STUDIES SEMINAR	9	16	72	67	9	9				1	90	93	183
43101	H	ADVANCED AMERICAN HISTORY	7	20	9	39	57	44			2	1	75	104	179
44605	H	POLITICAL & ECONOMIC STUDIES HONORS (SR. HIGH)		1	20	12	2	3					22	16	38
44702	H	ADVANCED AMERICAN GOVERNMENT (SMSTR)	4	3	25	16	6	3			1	2	36	24	60
44902	H	HONORS AMERICAN GOVERNMENT/ECONOMICS	110	153	324	330	129	173			8	22	571	678	1249
47305	H	ECONOMICS	63	61		1	5	3					68	65	133
47407	H	HONORS INTERNATIONAL STUDIES	2	1	24	15	7	7					33	23	56
48501	AP	ADVANCED PLACEMENT EUROPEAN HISTORY	6	15	138	86	33	53			3	12	180	166	346
48601	H	ADVANCED ECONOMICS (SMSTR)	17	35	35	44	51	72			5	12	108	163	271
TOTAL SOCIAL STUDIES			442	727	1438	1550	659	801	0	0	77	99	2616	3177	5793
SCIENCE															
131403	H	BIOLOGY A (HONORS)				1	7	9			2		9	10	19
131404	H	BIOLOGY B (HONORS)	1			1							1	1	2
131409	H	HONORS BIOLOGY I	147	316	665	759	267	329			39	37	1118	1441	2559
131607	H	HONORS CHEMISTRY I	75	140	467	408	257	300			25	26	824	874	1698
131707	H	HONORS CHEMISTRY II	2	3		5	3	3					5	11	16
131805	H	HONORS PHYSICS I	35	38	168	88	150	84			27	21	400	231	631
132105	AP	ADVANCED PLACEMENT BIOLOGY	18	24	117	137	35	54			11	17	181	232	413
132504	AP	ADVANCED PLACEMENT CHEMISTRY B	1										1		1
132505	AP	ADVANCED PLACEMENT CHEMISTRY	9	15	84	40	53	43			14	12	160	110	270
132905	AP	ADVANCED PLACEMENT PHYSICS	5	4	63	12	17	16			5	3	90	35	125
134303	H	EARTH SCIENCE A (HONORS)		3	1		16	12			1		18	15	33
136705	H	HONORS MARINE BIOLOGY	17	16	5		1					1	23	17	40
136903	H	MARINE STUDIES A (HONORS)			1								1		1
136904	H	MARINE STUDIES B (HONORS)				1								1	1
136907	H	HONORS MARINE STUDIES	12	15	83	132	52	52			1		148	199	347
137104	H	ANATOMY AND PHYSIOLOGY B (HONORS)					1	1					1	1	2
137106	H	HONORS ANATOMY AND PHYSIOLOGY	44	123	97	177	46	80			4	10	191	390	581
138708	H	HONORS SCIENCE INVESTIGATIONS	12	5	1		6	1				1	19	7	26
138709	H	HONORS LABORATORY ORIENTATION & INSTRUMENTATION	3	5									3	5	8
138710	H	HONORS COMMUNITY LABORATORY RESEARCH	5	4	55	24	20	7			9	10	89	45	134
138711	H	HONORS, JUNIOR HIGH SCIENCE INVESTIGATIONS	12	2	5		3				1	1	21	3	24
TOTAL SCIENCE			398	713	1[illegible]32	1785	934	991	0	0	139	139	3383	3628	6931

ENROLLMENT IN ADVANCED COURSES, BY SUBJECT AREA, ETHNICITY, AND GENDER

(AS OF FEBRUARY 20, 1985)

COURSE	PLAC	COURSE TITLE	BLACK		WHITE		HISPANIC		INDIAN		ASIAN		TOTAL		
			MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	TOTAL
MATHEMATICS AND COMPUTER SCIENCE															
150131	H	COMPUTER APPLICATIONS IN SCIENCE AND MATHEMATICS	1		11	1	3				1		16	1	17
150140	H	ADVANCED COMPUTER SCIENCE (PASCAL)	1	2	1			3					2	5	7
150166	H	ADVANCED PROGRAMMING LANGUAGES	2		25	4	5	1				2	32	7	39
150241	AP	ADVANCED PLACEMENT COMPUTER SCIENCE	16	2	65	8	36	4			4	5	121	19	140
220201	H	ABSTRACT ALGEBRA DUAL ENROLLMENT			3	2					1		4	2	6
220203	H	LINEAR ALGEBRA DUAL ENROLLMENT			4		2				1	1	7	1	8
220207	H	HONORS DIFFERENTIAL EQUATIONS DUAL ENROLLMENT			6		3	3			2		11	3	14
221690	H	HONORS ALGEBRA 2	53	102	251	191	154	160			22	24	480	497	977
221890	H	HONORS GEOMETRY	29	49	417	436	195	195			31	34	672	714	1386
221892	H	HONORS GEOMETRY B	1		1		1						3		3
228690	H	HONORS MATH ANALYSIS	50	69	250	212	113	97			28	24	441	402	843
228692	H	MATH ANALYSIS B (HONORS)			1								1		1
229380	H	HONORS MATH V	2	6	49	58	16	10			3	5	70	79	149
229690	AP	ADVANCED PLACEMENT CALCULUS (BC)	1	1	63	32	14	8			8	5	86	46	132
229780	H	HONORS CALCULUS	4	3	19	9	6	4			3	1	32	17	49
229890	AP	ADVANCED PLACEMENT CALCULUS (AB)	26	29	132	81	63	39			9	15	230	164	394
TOTAL MATH AND COMPUTER SCIENCE			186	263	1298	1034	611	544	0	0	113	116	2208	1957	4165
LANGUAGE ARTS															
511311	H	ENGLISH 9, HONORS	114	229	465	648	217	297			24	30	820	1204	2024
511403	H	ENGLISH 2, REQUIRED HONORS				1		1						2	2
511418	H	ENGLISH, HONORS				1								1	1
511424	H	ENGLISH 10, HONORS	110	218	410	525	164	261			17	22	701	1026	1727
511602	H	ENGLISH 4, REQUIRED HONORS				1	1	1					1	2	3
512501	AP	ADVANCED PLACEMENT ENGLISH				1								1	1
512510	AP	ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION	9	25	68	100	34	48			3	3	114	176	290
512701	AP	ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION	26	47	121	157	38	108			4	14	189	326	515
514605	H	HONORS STUDENT LEADERSHIP DEVELOPMENT, LANGUAGE ARTS			1	1		1			1		2	2	4
515402	H	ENGLISH 11, HONORS	69	193	261	343	145	182			23	14	498	732	1230
515802	H	ENGLISH 12, HONORS	42	100	213	297	83	118		1	5	13	343	529	872
519801	H	VARSITY DEBATE				1								1	1
519901	H	HONORS VARSITY DEBATE	6	7	59	46	10	10			1	1	76	64	140
TOTAL LANGUAGE ARTS			376	819	1598	2122	692	1027	0	1	78	97	2744	4066	6810

ENROLLMENT IN ADVANCED COURSES, BY SUBJECT AREA, ETHNICITY, AND GENDER

(AS OF FEBRUARY 20, 1985)

			BLACK		WHITE		HISPANIC		INDIAN		ASIAN		TOTAL		
COURSE	PLAC	COURSE TITLE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	TOTAL
FOREIGN LANGUAGE															
750425	H	HONORS SPANISH, II	12	41	69	70	3	6			2	3	86	120	206
750525	H	HONORS SPANISH, III	7	44	97	151	12	16			3	12	119	223	342
750622	H	SPANISH IV-B HONORS HISPANIC LITERATURE PART II				1		2						3	3
750625	H	HONORS SPANISH, IV	10	34	52	96	13	27			5	5	80	162	242
750725	H	HONORS SPANISH, V		2	16	27	8	3			1	1	25	33	58
750825	H	HONORS SPANISH, VI			7	6		2				1	7	9	16
750945	H	HONORS SPANISH-S, IV: INTRODUCTORY SURVEY OF LITERATURE			2	4	73	180				1	75	185	260
750981	H	SPANISH-S: GREAT WRITERS OF SPAIN					4	6					4	6	10
751525	H	HONORS LATIN: CICERO AND OVID			1	1		2					1	3	4
752425	H	HONORS FRENCH II	3	12	5	18	18	71			1	3	27	104	131
752525	H	HONORS FRENCH III	8	13	15	26	23	98			2	1	48	138	186
752621	H	FRENCH IV-A HONORS				1								1	1
752622	H	FRENCH IV-B HONORS		1										1	1
752625	H	HONORS FRENCH IV	3	1	5	26	18	50				1	26	78	104
752725	H	HONORS FRENCH V	1	2	2	6	3	10					6	18	24
753425	H	HONORS GERMAN II	2	1	7	3	2	3					11	7	18
753525	H	HONORS GERMAN III	4	2	4	6	2	1					10	9	19
753625	H	HONORS GERMAN IV			4	3		1					4	4	8
753725	H	HONORS GERMAN V			2								2		2
756425	H	HONORS ITALIAN, II						7						7	7
757525	H	HONORS HEBREW, III			6	10	1	1					7	11	18
757625	H	HONORS HEBREW, IV			3	7		2					3	9	12
757725	H	HONORS HEBREW, V			1	2							1	2	3
757825	H	HONORS FRENCH VI						1						1	1
758011	H	INDEPENDENT STUDY HONORS FOREIGN LANGUAGES				4								4	4
758025	H	HONORS INDEPENDENT STUDY FOREIGN LANGUAGE			7	14	2	10					9	24	33
759035	AP	ADVANCED PLACEMENT FRENCH LANGUAGE	6	12	8	19	7	16					21	47	68
759135	AP	ADVANCED PLACEMENT FRENCH LITERATURE			1			1					1	1	2
759235	AP	ADVANCED PLACEMENT GERMAN			6	1		1					6	2	8
759535	AP	ADVANCED PLACEMENT LATIN: HORACE AND CATULLUS			10	7	1				2		13	7	20
759635	AP	ADVANCED PLACEMENT SPANISH: LANGUAGE	5	7	22	49	43	72			3	9	73	137	210
759690	AP	ADVANCED PLACEMENT: SPANISH-S LANGUAGE			2	3	27	71					29	74	103
759735	AP	ADVANCED PLACEMENT SPANISH: LITERATURE			2	4	18	14					20	18	38
759795	AP	ADVANCED PLACEMENT: SPANISH-S LITERATURE					20	78					20	78	98
TOTAL FOREIGN LANGUAGE			61	172	356	565	298	752	0	0	19	37	734	1526	2260

ENROLLMENT IN ADVANCED COURSES, BY SUBJECT AREA, ETHNICITY, AND GENDER

(AS OF FEBRUARY 20, 1985)

			BLACK		WHITE		HISPANIC		INDIAN		ASIAN		TOTAL		
COURSE	PLAC	COURSE TITLE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	TOTAL
MISCELLANEOUS															
174002	AP	ADVANCED PLACEMENT MUSIC: THEORY					1						1		1
556865	H	HONORS ATHLETIC TRAINING			7	14	4	3					11	17	28
659601	H	ST LDRSHP DEVELOPMENT LANGUAGE ARTS, HONORS (GIFTED) (SMSTR)		2	2	8		1				1	2	12	14
659602	H	ST LDRSHP DEVELOPMENT SOCIAL STUDIES, HONORS (GIFTED) (SMSTR)		2	2	9	1	1				1	3	13	16
659616	H	SENIOR HIGH COLLOQUIUM: CONCEPTS IN PHILOSOPHY	1	1	7	2							8	3	11
659622	H	SENIOR HIGH COLLOQUIUM: CONCEPTS IN PHILOSOPHY	3	3	106	70	9	8			2	1	120	82	202
659625	H	HONORS RESOURCE PROGRAM FOR GIFTED	4	11	73	60	11	9			4	4	92	84	176
679002	AP	ADVANCED PLACEMENT STUDIO ART-GENERAL PORTFOLIO					1						1		1
679006	AP	ADVANCED PLACEMENT STUDIO ART-GENERAL PORTFOLIO	11	6	15	19	16	20			3	2	45	47	92
679007	AP	ADVANCED PLACEMENT STUDIO ART-DRAWING PORTFOLIO			1	2	4						5	2	7
764009	H	BOOKKEEPING, ADVANCED HONORS					1	3			1		2	3	5
978113	H	HONORS COMPUTER ELECTRONICS			13	2	11	2			2		26	4	30
TOTAL MISCELLANEOUS			19	25	226	186	59	47	0	0	12	9	316	267	583
GRAND TOTAL (ENROLLMENT)			1482	2719	6748	7242	3253	4162	0	1	438	497	11921	14621	26542
AS PERCENT OF TOTAL STUDENT PERIODS*			3.5%		11.2%		4.8%		.8%		20.2%		5.9%	7.3%	6.6%

*Total student periods computed by multiplying total student membership in grades 9-12 in each of the ethnic/gender categories by six (the effect of the optional seventh period has not been considered). The percentage has been computed by dividing enrollment in advanced courses by total student periods.

Source: ISIS Course File, Department of Management Information Systems.

ADVANCED PLACEMENT EXAMINATION RESULTS

The tables on the following two pages provide a summary of the Advanced Placement (AP) examination results. The data are based upon information and grade reports provided by the College Board and the Education Testing Service which administer and evaluate these examinations.

Scores on the Advanced Placement program examinations range from a high of 5 to a low of 1 and are interpreted as follows:

5 = Extremely Qualified
4 = Well Qualified
3 = Qualified
2 = Possibly Qualified
1 = No Recommendation

Scores of 5, 4, and 3 are generally judged successful and are usually the criteria used by colleges and universities to grant college credit and/or advanced standing. It should be noted that some colleges grant credit for a score of 2. The amount of credit granted is determined by the individual policy of the over 2,000 colleges/universities that participate in the A.P. program.

The table on page 51 provides a five-year comparison of districtwide data by subject area. The data indicate that there has been a steady increase since 1980 in the total number of students taking the AP examination as well as those scoring in the 3 to 5 range.

The table on page 52 provides data for 1984 by subject area for each senior high school. The table indicates that Coral Gables Senior had the largest number of students taking the AP examination (it is to be noted that this was the largest number of examinations taken at any individual school in Florida).

The average number of examinations per school for the 6,273 participating schools in the United States was 38.2. The average number of examinations for the 24 Dade County schools was 125.7. Fourteen of the 24 Dade County schools ranked at the top 90th percentile nationally for number of examinations taken per school.

In terms of success rate, a total of three Dade County schools had a higher percentage of students scoring 3-5 on the AP examinations than the national average of 70%. Thirteen schools had a higher percentage scoring 3-5 than the Florida average of 57.5%.

ADVANCED PLACEMENT EXAMINATION RESULTS
FIVE-YEAR COMPARISON OF DISTRICTWIDE DATA

SUBJECT/YEAR	TOTAL EXAMINATIONS COMPLETED	NUMBER SCORING IN 3-5 RANGE	PERCENT SCORING IN 3-5 RANGE
American History:			
1980	257	151	58.8 %
1981	192	131	68.2
1982	232	149	64.2
1983	631	327	51.8
1984	611	288	47.1
Art (History/Studio):			
1980	1	1	100.0
1981	1	1	100.0
1982	-	-	-
1983	5	2	40.0
1984	11	10	90.9
Biology:			
1980	49	40	81.6
1981	95	62	65.3
1982	87	56	64.4
1983	188	117	62.2
1984	233	126	54.1
Calculus (AB/BC):			
1980	133	93	69.9
1981	143	120	83.9
1982	185	144	77.8
1983	286	204	71.3
1984	474	309	65.2
Chemistry:			
1980	77	33	42.8
1981	66	34	51.5
1982	70	36	51.4
1983	119	62	52.1
1984	199	75	37.7
Computer Science:			
1980	-	-	-
1981	-	-	-
1982	-	-	-
1983	-	-	-
1984	73	42	57.5
English (Lang./Lit.):			
1980	202	156	77.2
1981	223	178	79.8
1982	212	164	77.4
1983	358	224	62.6
1984	568	362	63.7
European History:			
1980	51	44	86.3
1981	62	56	90.3
1982	64	54	84.4
1983	148	92	62.2
1984	209	123	58.9
All Foreign Language:			
1980	75	61	81.3
1981	91	80	87.9
1982	146	120	82.2
1983	254	210	82.7
1984	481	376	78.2
Music (Theory/List./Lit.):			
1980	2	1	50.0
1981	2	-	-
1982	-	-	-
1983	2	2	100.0
1984	6	1	16.7
Physics (B/C):			
1980	17	10	58.8
1981	2	2	100.0
1982	16	6	37.5
1983	46	24	52.2
1984	139	68	48.9
Total (All Subjects):			
1980	864	590	68.3
1981	877	664	75.7
1982	1012	729	72.0
1983	2037	1264	62.1
1984	3004	1780	59.3

Source: The College Board and Education Testing Service data compiled by Department of Advanced Academic Education, Bureau of Education.

ADVANCED PLACEMENT EXAMINATION RESULTS, BY SCHOOL
NUMBER OF EXAMS WITH SCORES OF 3 - 5
(TOTAL EXAMS TAKEN IN PARENTHESIS)
1984

SCHOOL	AMERICAN HISTORY	ART	BIOLOGY	CALCULUS	CHEMISTRY	COMPUTER SCIENCE	ENGLISH	EUROPEAN HISTORY	FOREIGN LANGUAGE	MUSIC	PHYSICS	TOTAL
Senior High Schools												
American	1 (36)		2 (12)	5 (17)	0 (16)	2 (14)	3 (11)		13 (13)			26 (119)
Coral Gables	23 (44)	3 (3)	22 (50)	24 (25)	8 (20)	2 (2)	65 (74)	26 (47)	36 (58)		12 (15)	221 (338)
Hialeah	6 (17)			8 (12)	4 (13)		9 (17)		45 (46)			72 (105)
Hialeah-Miami Lakes	24 (42)		6 (14)	16 (17)		1 (7)	17 (29)	19 (21)	27 (27)		6 (18)	116 (175)
Homestead	7 (8)			3 (4)			8 (14)					18 (26)
Miami Beach	28 (36)		8 (16)	14 (15)	6 (11)	1 (1)	20 (26)	10 (13)	26 (29)			113 (147)
Miami Carol City	0 (19)			0 (7)			3 (7)					3 (33)
Miami Central	2 (5)		0 (2)	3 (5)	1 (1)		0 (1)	0 (4)			3 (12)	9 (30)
Miami Coral Park	10 (53)		9 (14)	9 (15)			28 (49)	8 (14)	52 (55)			116 (200)
Miami Edison			0 (1)	0 (1)	0 (3)		4 (5)	1 (10)			0 (2)	5 (22)
Miami Jackson	2 (8)		0 (1)	1 (8)	0 (2)		1 (2)	0 (2)	14 (18)		0 (1)	18 (42)
Miami Killian	19 (47)		25 (26)	26 (38)	11 (13)		17 (17)	10 (16)	15 (24)	1 (6)	8 (12)	132 (199)
Miami Norland	6 (11)	1 (1)	0 (3)	14 (21)	0 (12)		6 (17)				3 (5)	30 (70)
Miami Northwestern	1 (10)		0 (6)				1 (23)	1 (1)				3 (40)
Miami Palmetto	35 (48)	6 (6)	12 (20)	23 (43)	14 (29)		20 (22)	29 (38)	41 (71)			180 (277)
Miami Senior	10 (30)			7 (13)			25 (61)		12 (12)		2 (16)	56 (132)
Miami Springs	6 (8)			5 (10)			7 (9)		43 (55)			61 (82)
Miami Southridge	11 (14)	0 (1)	4 (4)	13 (25)			15 (41)					43 (85)
Miami Sunset	39 (74)		6 (7)	35 (48)	2 (23)	1 (1)	19 (19)		11 (12)		10 (13)	123 (197)
North Miami	20 (33)		6 (9)	8 (8)	11 (29)	1 (1)	13 (24)	7 (13)			7 (8)	73 (125)
North Miami Beach	18 (23)		14 (17)	70 (92)	27 (31)	27 (35)	29 (30)		13 (15)		13 (19)	211 (262)
South Dade	4 (11)			3 (8)	0 (5)		13 (19)					20 (43)
South Miami	7 (15)		7 (21)	20 (31)	0 (6)		19 (27)		35 (44)			88 (144)
Southwest Miami	9 (19)		4 (11)	22 (30)	2 (9)	7 (12)	20 (26)	11 (29)	0 (11)		4 (19)	79 (166)

Source: The College Board and Education Testing Service data, compiled by Department of Advanced Academic Education, Bureau of Education.

ACADEMIC GRANTS AND SCHOLARSHIPS
1984 HIGH SCHOOL SENIORS

The table below provides data, by school, on the number and percent of high school seniors awarded academic grants or scholarships for study with a first year value of at least $1,000. The data includes only academic scholarships that were accepted (not just offered) by a twelfth grade student with a first year value of at least $1,000 (total value of cash or the equivalent). Scholarships that have a set quota for a state or region (such as the military academies) are not included nor are athletic scholarships or scholarships based only on financial need or the place of parents' or guardians' employment.

Senior High School	Number of Students who accepted a Scholarship or Grant Award of $1,000 or more	Total Award Amount	Percent of Graduating Class
American Senior High	50	$175,000	11.8
Coral Gables Senior	31	104,459	4.9
Hialeah High School	64	86,200	8.3
Hialeah Miami Lakes	22	91,302	3.6
Homestead Senior	31	63,350	8.6
Miami Beach Senior	68	90,725	18.2
Carol City Senior	21	21,000	5.1
Miami Central Senior	12	40,000	3.3
Douglas MacArthur North	0	0	.0
Miami Coral Park Senior	31	245,842	4.3
Miami Edison Senior High	8	11,000	2.3
Miami Jackson Senior	22	22,000	10.0
Miami Killian Senior	48	228,100	5.9
Miami Norland Senior High	15	67,285	3.2
Miami Northwestern Senior	40	620,000	10.4
Miami Palmetto Senior	67	286,155	8.7
Miami Senior High	36	115,121	5.6
Miami Springs Senior	11	33,295	2.0
Miami Sunset Senior High	17	58,320	2.1
North Miami Beach Senior	44	117,360	6.2
North Miami Senior High	62	188,828	12.5
Douglas MacArthur South	0	0	0
South Dade High School	43	106,190	13.7
South Miami Senior High	17	66,725	2.6
Miami Southridge Senior	12	61,600	1.8
Southwest Miami Senior	11	75,310	1.7
TOTALS	783	$2,975,167	5.9

SOURCE: Office of Educational Accountability (data collected to monitor a State-adopted indicator of excellence)

NUMBER OF STUDENTS NOT PROMOTED, BY ETHNIC CATEGORIES

	White Non-Hispanic		Black Non-Hispanic		Hispanic		Asian/ Pacific Islander		American Indian/ Alaskan Native		Total	
	1982-83	1983-84	1982-83	1983-84	1982-83	1983-84	1982-83	1983-84	1982-83	1983-84	1982-83	1983-84
P/Kindergarten	19	25	37	30	30	32	1	1			87	88
Kindergarten	127	79	304	288	426	373	6	2			863	742
First	192	190	636	588	797	611	4	10	1		1,630	1399
Second	121	117	366	432	514	431	2	5	1		1,004	985
Third	129	127	359	304	485	456	5	6	1		979	893
Fourth	108	85	348	277	380	352	3	1	1		840	715
Fifth	131	80	283	250	360	318	7	1			781	649
Sixth	95	96	190	173	299	223		3		2	584	497
Seventh	370	285	1,001	875	867	677	7	3	2	1	2,247	1841
Eighth	214	179	467	310	417	335	2				1,100	824
Ninth	263	240	435	535	297	313	8	8			1,003	1096
Tenth	344	373	957	752	674	586	6	9		1	1,981	1721
Eleventh	247	345	546	423	455	491	5	13	1	1	1,254	1273
Twelfth	151	105	150	98	176	114	5	2			482	319
Total	2,511	2,326	6,079	5,335	6,177	5,312	61	64	7	5	14,835	13,042

STUDENTS NOT PROMOTED AS A PERCENTAGE OF STUDENT MEMBERSHIP WITHIN ETHNIC CATEGORIES

	White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan Native	Total
1980-81	4.6	11.2	8.8	3.6	12.9	8.1
1981-82	5.0	11.6	9.4	4.1	8.2	8.7
1982-83	3.9	8.7	7.2	2.8	7.4	6.7
1983-84	3.8	7.2	5.8	2.6	5.7	5.7

SOURCE: Fall Student Survey, Office of Educational Accountability.

ADMINISTRATIVE ACTION DEALING WITH DISRUPTIVE STUDENTS

Year	Principals' Suspensions	Additional 30-Day Suspensions	Expulsions	PLACEMENT IN OPPORTUNITY SCHOOL PROGRAM		SCSI* Placement	Corporal Punishment
				Voluntary	Administrative		
1972-73	8,066	517	135	---	---	6,747	---
1973-74	4,733	154	23	138	45	19,130	---
1974-75	4,105	2	0	670	79	24,000	---
1975-76	4,387	5	0	375	91	25,066	---
1976-77	7,343	0**	3	730	207	22,568	10,566***
1977-78	8,135	0	4	746	153	26,495	10,732
1978-79	8,337	0	10	721	723	31,342	12,552
1979-80	7,863	0	1	569	488	31,410	13,171
1980-81	10,293	0	38	295	767	28,935	16,750
1981-82	11,373	0	77	288	586	31,099	13,920
1982-83	11,483	0	68	318	573	28,211	9,260
1983-84	13,906	0	45	354	638	30,082	3,123

*In-School Center for Special Instruction.

**No longer permitted by State Statute.

***First year districtwide statistics compiled.

Source: Annual records, Department of Alternative Education Placement.

SUMMARY OF DISCIPLINARY ACTIONS, BY ETHNICITY

	WHITE		BLACK		HISPANIC		TOTAL**	
	82/83	83/84	82/83	83/84	82/83	83/84	82/83	83/84
PRINCIPAL'S SUSPENSION								
Number of Instances	2,188	2,593	5,565	6,909	3,414	4,380	11,197	13,906
Instances per 1000 students	35	44	82	100	40	50	51	64
EXPULSIONS								
Number of Instances	14	8	34	33	13	4	61	45
Instances per 1000 students	.23	.13	.50	.48	.15	.05	.28	.21
SCSI* PLACEMENT								
Number of Instances	8,176	7,834	10,472	12,242	9,513	9,913	28,211	30,082
Instances per 1000 students	132	132	153	176	111	113	129	137
CORPORAL PUNISHMENT								
Number of Instances	1,575	526	4,909	1,719	2,419	874	8,914	3,123
Instances per 1000 students	25	9	72	25	28	10	41	14

* In-School Center for Special Instruction.
**Total includes disciplinary actions involving students in the "Other" ethnic category (Asian/American Indian).

Source: Annual records, Department of Alternative Education Placement.

DROPOUT DATA BY ETHNICITY AND GENDER
1983-84

		NUMBER OF DROPOUTS *								
School Name	Total Enrollment Oct. 1983	White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian	American Indian	Total Male	Total Female	Total Dropouts	Dropout Rate %
North Area										
Junior High										
Carol City	953	1	7	6	-	-	8	6	14	1.5
Highland Oaks	1,241	48	4	11	-	-	31	32	63	5.1
Jefferson, Thomas	1,048	29	16	6	-	-	24	27	51	4.9
Kennedy, J. F.	1,183	29	12	10	1	-	30	22	52	4.4
Lake Stevens	1,049	4	17	3	-	-	15	9	24	2.3
Miami Lakes	1,657	13	2	26	1	-	17	25	42	2.5
Nautilus	1,227	36	18	51	-	-	58	47	105	8.6
Norland	1,281	9	11	2	-	1	16	7	23	1.8
North Dade	795	6	22	4	-	-	12	20	32	4.0
North Miami	1,427	45	13	12	-	-	30	40	70	4.9
Palm Springs	2,059	14	3	67	-	-	48	36	84	4.1
Parkway	988	5	37	3	1	-	19	27	46	4.7
Senior High										
American	2,080	33	55	45	-	-	65	68	133	6.4
Hialeah-Miami Lakes	2,283	21	18	49	-	-	41	47	88	3.9
Miami Beach	2,110	74	44	84	2	-	111	93	204	9.7
Miami Carol City	1,947	14	91	27	-	-	71	61	132	6.8
Miami Norland	1,716	17	35	4	-	-	30	26	56	3.3
North Miami Beach	2,367	108	45	21	2	-	98	78	176	7.4
North Miami	2,041	122	85	38	3	-	135	113	248	12.2
North Central Area										
Junior High										
Allapattah	1,179	1	45	24	-	-	36	34	70	5.9
Brownsville	735	1	19	13	-	-	16	17	33	4.5
Drew, Charles R.	422	-	11	-	-	-	6	5	11	2.6
Filer, Henry H.	1,361	5	8	48	-	-	35	26	61	4.5
Hialeah	1,201	3	6	10	-	-	10	9	19	1.6
Lee, Robert E.	926	4	27	38	-	-	41	28	69	7.5
Madison	950	5	42	16	1	-	32	32	64	6.7
Mann, Horace	1,301	29	50	19	-	-	53	45	98	7.5
Miami Edison Middle	1,559	8	72	24	-	-	61	43	104	6.7
Miami Springs	1,599	22	22	44	-	-	46	42	88	5.5
Westview	1,212	20	34	27	2	-	41	42	83	6.8
Senior High										
Hialeah	2,564	15	27	130	1	-	92	81	173	6.7
Miami Central	1,769	23	165	43	1	-	119	113	232	13.1
Miami Edison	1,935	11	184	42	-	-	128	109	237	12.2
Miami Jackson	1,874	6	266	229	-	-	282	219	501	26.7
Miami Northwestern	2,124	1	259	2	-	-	148	114	262	12.3
Miami Springs	1,748	18	26	84	1	-	76	53	129	7.4
South Central Area										
Junior High										
Carver, G.W.	492	19	4	17	1	-	16	25	41	8.3
Citrus Grove	1,418	4	3	32	-	-	23	16	39	2.8
Kinloch Park	1,305	6	1	61	-	-	25	43	68	5.2
McMillan, H.D.	2,018	48	4	58	2	-	57	55	112	5.6
Ponce De Leon	946	10	2	25	-	-	14	23	37	3.9
Riviera	1,623	9	1	41	-	-	25	26	51	3.1
Rockway	1,145	11	-	87	-	-	48	50	98	8.6
Shenandoah	1,204	5	1	59	-	-	35	30	65	5.4
South Miami	956	28	4	38	1	-	33	38	71	7.4
Thomas W.R.	1,434	9	1	42	-	2	31	23	54	3.8
Washington, B.T.	654	5	17	62	-	-	43	41	84	12.8
West Miami	1,139	8	-	55	-	-	37	26	63	5.5
Senior High										
Coral Gables	2,320	64	40	150	-	-	137	117	254	10.9
Miami Coral Park	2,382	46	1	174	-	1	131	91	222	9.3
Miami Senior	2,074	6	22	119	-	-	79	68	147	7.1
Miami Sunset	2,444	140	6	108	3	-	141	116	257	10.5
South Miami	2,046	29	14	110	-	-	101	52	153	7.5

*See next page for definition of dropout.

DROPOUT DATA BY ETHNICITY AND GENDER
1983-84

NUMBER OF DROPOUTS *

School Name	Total Enrollment Oct. 1983	White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian	American Indian	Total Male	Total Female	Total Dropouts	Dropout Rate %
South Area										
Junior High										
Arvida	1,872	31	6	19	-	-	28	28	56	3.0
Campbell Drive	1,123	30	11	24	1	-	31	35	66	5.9
Centennial	955	11	4	7	-	-	15	7	22	2.3
Cutler Ridge	977	9	5	10	-	-	14	10	24	2.5
Glades	1,291	22	1	23	-	-	21	25	46	3.6
Homestead	1,134	18	10	11	1	-	11	29	40	3.5
Mays	826	10	26	11	-	-	28	19	47	5.7
Palmetto	1,387	9	-	3	-	-	4	8	12	.9
Redland	1,183	26	7	19	1	-	28	25	53	4.5
Richmond Heights	1,211	6	5	5	-	-	10	6	16	1.3
Southwood	1,343	45	11	10	-	-	40	26	66	5.0
Senior High										
Homestead	2,062	87	39	32	2	-	73	87	160	7.8
Miami Killian	2,819	75	28	28	-	-	75	56	131	4.6
Miami Palmetto	2,326	89	32	11	1	-	73	60	133	5.7
South Dade	1,739	74	42	44	-	-	86	74	160	9.2
Miami Southridge	2,373	91	67	47	-	-	124	81	205	8.6
Southwest Miami	2,266	76	1	179	2	1	156	103	259	11.4

Source: Fall Student Survey, Office of Educational Accountability.

*Based on state definition (Florida Statutes 228.041) of dropout, which is as follows:

> A dropout is a student who, during a particular school year, is enrolled in school and leaves such school for any reason except death before graduation or completion of a program of studies and without transferring to another public or private school or other educational institution.

ADULTS RECEIVING HIGH SCHOOL DIPLOMAS
BY ADULT CENTER

Adult Centers	1981-82	1982-83	1983-84
Lindsey Hopkins Technical Education Center	72	24	32
American Adult	49	92	28
English Center	9	9	3
Coral Gables Adult	46	51	24
Hialeah Adult	88	76	63
Hialeah-Miami Lakes Adult	61	65	25
Dorsey Skill	17	20	25
Fisher/Fienberg	9	2	3
Miami Carol City Adult	81	68	37
Miami Central Adult	21	24	-
Miami Coral Park Adult	86	65	65
Miami Jackson Adult	7	24	41
Miami Northwestern Adult	11	16	26
Miami Palmetto Adult	22	17	25
Miami Senior Adult	199	181	162
Miami Springs Adult	115	58	37
Miami Sunset Adult	-	-	7
North Miami Adult	196	126	110
South Dade Adult	80	56	88
Miami Southridge Adult	76	24	57
Southwest Miami Adult	123	145	122
TOTALS	1,368	1,143	980

Source: Annual records, Office of Vocational, Adult, and Community Education.

PERSONNEL

FULL-TIME STAFF BY EEOC CATEGORIES*
1980-81 to 1984-85

	EEOC Category	1980-81	1981-82	1982-83	1983-84	1984-85
Administrative Staff						
01-08	Officials, Managers, Consultants, Coordinators, Supervisors of Instruction	182	197	210	225	243
13	Principals	253	254	255	275**	277**
18	Assistant Principals	415	409	428	418	411
20	Community School Coordinators	52	52	47	45	45
	Sub-Total	902	912	940	963	976
Instructional Staff						
27	Elementary Teachers	5,234	5,338	5,721	5,903	5,970
31	Secondary Teachers	4,505	4,265	4,287	4,579	4,461
32	Exceptional Child Teachers	1,179	1,138	1,204	1,268	1,311
33	Other Teachers	684	963	644	600	592
39-41	Guidance/Psychological	595	586	552	569	582
42	Librarians	291	289	289	287	282
43	Other Prof. Staff, Instructional	164	178	192	212	227
	Sub-Total	12,652	12,757	12,889	13,418	13,425
Other Staff						
44	Other Prof. Staff, Non-Instructional	203	213	211	247	275
49	Teacher Aides	1,109	937	908	936	926
50	Technicians	88	93	107	112	122
51	Clerical/Secretarial Staff	1,701	1,776	1,832	1,852	1,888
52	Service Workers	2,082	2,177	2,161	2,150	1,818
53	Skilled Workers	532	560	631	691	693
54	Laborers, Unskilled	45	45	37	43	42
	Sub-Total	5,760	5,801	5,887	6,031	5,764
	TOTAL FULL-TIME STAFF	19,314	19,470	19,716	20,412	20,165

*EEOC - Equal Employment Opportunity Commission, Department of Health, Education and Welfare.

**Includes Senior High Adult Education Center Principals, who in prior years were included in the Assistant Principals category.

Source: Public School Staff Survey (EEO-5), Florida Department of Education.

NOTE: The code numbers preceding staff categories are those used in the Public Schools Staff Survey (EEO-5).

SYSTEMWIDE DISTRIBUTION OF FULL-TIME AND PART-TIME STAFF
BY TYPE OF JOB, SEX, AND ETHNICITY
AS OF OCTOBER 1, 1984

		Male					Female				
Type of Job	Total	White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian/ Pacific Islander	Am. Ind./ Alaskan Native	White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian/ Pacific Islander	Am. Ind./ Alaskan Native
Full-Time Staff											
1. Superintendent of Schools	1	1									
2. Deputy, Assistant, Associate, Area Superintendent-Instructional	10	4	2	1			1		2		
3. Director, Supervisor, Coordinator-Instructional	98	38	10	6			24	15	5		
4. Official, Administrator, Manager-Instructional (Total, lines 1-3)	109	43	12	7			25	15	7		
5. Deputy, Assistant, Associate, Area Superintendent-Noninstr.	8	5	1				1	1			
6. Director, Supervisor, Coordinator-Noninstructional	82	46	6	8			15	3	4		
7. Official, Administrator, Manager-Noninstructional (Total, lines 5-6)	90	51	7	8			16	4	4		
8. Consultants, Supervisors of Instruction	44	17	4	2	1		14	4	2		
9. Principal, Elementary	171	58	19	3			48	29	12	1	1
10. Principal, Middle/Junior	47	21	13	4			3	3	3		
11. Principal, Senior High	26	13	8	1			3	1			
12. Principal, Other Type School	33	20	8	1			2	2			
13. Principals, (Total, lines 9-12)	277	112	48	9			56	35	15	1	1
14. Assistant Principal, Elementary	173	34	11	4			47	43	34		
15. Assistant Principal, Middle/Jr.	122	54	18	9			19	17	5		
16. Assistant Principal, Sr. High	74	29	18	3			13	7	3		1
17. Assistant Principal, Other/Type School	42	20	9	6			3	1	3		
18. Assistant Principals, (Total, lines 14-17)	411	137	56	22			82	68	45		1
19. Deans, Curriculum Coordinators, Registrars											
20. Community School Coordinators	45	18	17	5			2	1	2		
21. PreKindergarten Teachers											
22. Kindergarten Teachers	564	5	4	1			259	177	116	1	1
23. Elementary Classroom Teachers, 1-3	2258	43	29	13			1016	720	431	4	2
24. Elementary Classroom Teachers, 4-6	1885	217	134	22		2	753	572	185		
25. Primary Education Specialists											
26. Other Elementary Teachers	1263	211	118	47	1		344	84	456	1	1
27. Elementary Teachers (Total, lines 21-26)	5970	476	285	83	1	2	2372	1553	1188	6	4
28. Secondary Classroom Teachers, 7-8	1977	492	212	55	2	1	614	399	197	2	3
29. Secondary Classroom Teachers, 9-12	2462	939	212	92		2	802	277	132	2	4
30. Other Secondary Teachers	22	12					4	6			
31. Secondary Classroom Teachers (Total, lines 28-30)	4461	1443	424	147	2	3	1420	682	329	4	7
32. Exceptional Student Education Teachers	1311	138	32	19			751	238	132		1
33. Other Teachers	592	175	44	41			206	76	50		
34. Guidance Counselors, Elemen.	122	19	8	3			51	24	17		
35. Guidance Counselors, Middle/Jr. High											
36. Guidance Counselors, Sr. High	241	64	25	6	1		78	50	17		
37. Guidance Counselors, Other Type School	1	1									
38. Occupational Placement Specialists	58	6	7	2			14	27	2		
39. Guidance (Total, lines 34-38)	422	90	40	11	1		143	101	36		
40. Visiting Teacher/Social Worker	75	15	17	7			17	10	9		
41. School Psychologist	85	30		7			22	6	20		
42. Librarian/Audiovisual	282	22	4	1			163	75	16	1	
43. Other Professional Staff-Nonadministrative/Instr.	227	46	19	6			93	39	24		
44. Other Professional Staff-Nonadministrative/Noninstr.	275	127	21	21	1		75	14	9	5	2
45. Classroom Aides/K-3	5		1				2		2		
46. Classroom Aides/4-12	898	11	51	14			175	463	183	1	
47. Exceptional Student Education Aides	2						2				
48. Other Aides	21	3	2	2			3	7	4		
49. Aides (Total, lines 45-48)	926	14	54	16			182	470	189	1	
50. Technicians	122	44	8	26			25	9	10		

SYSTEMWIDE DISTRIBUTION OF FULL-TIME AND PART-TIME STAFF
BY TYPE OF JOB, SEX, AND ETHNICITY
AS OF OCTOBER 1, 1984
(continued)

		Male					Female				
Type of Job	Total	White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian/ Pacific Islander	Am. Ind./ Alaskan Native	White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian/ Pacific Islander	Am. Ind./ Alaskan Native
51. Clerical/Secretarial	1888	29	23	20	1		896	522	391	3	3
52. Service Workers	1818	138	715	616	3	1	37	265	43		
53. Skilled Crafts	693	401	134	150		1	3	2	2		
54. Laborers, Unskilled	42	10	28	4							
55. Total Full-Time Staff	20165	3576	1992	1228	10	7	6600	4189	2523	21	19
Part-Time Staff											
56. Professional Instructional	7530	792	602	336	3	1	2329	2115	1338	7	7
57. All Other	940	41	86	40			220	309	244		
58. Total (Lines 56-57)	8470	833	688	376	3	1	2549	2424	1582	7	7

Source: Public School Staff Survey (EEO-5), Florida Department of Education.

DISTRIBUTION OF FULL-TIME EMPLOYEES AT NON-SCHOOL ADMINISTRATIVE LOCATIONS BY TYPE OF JOB, SEX AND ETHNIC CLASSIFICATION AS OF OCTOBER 1, 1984

		Male					Female				
Type of Job	Total	White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian/ Pacific Islander	Am. Ind./ Alaskan Native	White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian/ Pacific Islander	Am. Ind./ Alaskan Native
Full-Time Staff											
1. Superintendent of Schools	1	1									
2. Deputy, Assistant, Associate, Area Superintendent-Instructional	9	4	1	1			1		2		
3. Director, Supervisor, Coordinator-Instructional	90	32	10	6			23	14	5		
4. Official, Administrator, Manager-Instructional (Total, lines 1-3)	100	37	11	7			24	14	7		
5. Deputy, Assistant, Associate, Area Superintendent-Noninstr.	8	5	1				1	1			
6. Director, Supervisor, Coordinator, Noninstructional	82	46	6	8			15	3	4		
7. Official, Administrator, Manager-Noninstructional (Total, lines 5-6)	90	51	7	8			16	4	4		
8. Consultants, Supervisor of Instruction	34	13	3	1	1		12	2	2		
9. Principal, Elementary											
10. Principal, Middle/Junior											
11. Principal, Senior High											
12. Principal, Other Type School	1	1									
13. Principals, (Total, lines 9-12)	1	1									
14. Assistant Principal, Elementary											
15. Assistant Principal, Middle/Jr.											
16. Assistant Principal, Sr. High											
17. Assistant Principal, Other/Type School	4			1			2		1		
18. Assistant Principals, (Total, lines 14-17)	4			1			2		1		
19. Deans, Curriculum Coordinators, Registrars											
20. Community School Coordinators											
21. PreKindergarten Teachers											
22. Kindergarten Teachers	4						3	1			
23. Elementary Classroom Teachers, 1-3	10			1			4	4	1		
24. Elementary Classroom Teachers, 4-6	4						3		1		
25. Primary Education Specialists											
26. Other Elementary Teachers	24	7	4				7	3	3		
27. Elementary Teachers (Total, lines 21-26)	42	7	5				17	8	5		
28. Secondary Classroom Teachers, 7-8	6	2	2					2			
29. Secondary Classroom Teachers, 9-12	13	5	1				4	3			
30. Other Secondary Teachers											
31. Secondary Classroom Teachers (Total, lines 28-30)	19	7	3				4	5			
32. Exceptional Student Education Teachers	69	15	2	3			38	5	6		
33. Other Teachers	5	2	1	1			1				
34. Guidance Counselors, Elemen.	3						1	2			
35. Guidance Counselors, Middle/Jr. High											
36. Guidance Counselors, Sr. High	6	1	1	1			1	2			
37. Guidance Counselors, Other Type School											
38. Occupational Placement Specialists	1		1								
39. Guidance (Total, lines 34-38)	10	1	2	1			2	4			
40. Visiting Teacher/Social Worker	69	14	14	7			17	8	9		
41. School Psychologist	74	24		6			20	6	18		
42. Librarian/Audiovisual											
43. Other Professional Staff-Nonadministrative/Instr.	193	33	14	6			84	34	22		
44. Other Professional Staff-Nonadministrative/Noninstr.	256	116	17	21	1		72	14	8	5	2
45. Classroom Aides/K-3											
46. Classroom Aides/4-12	44		4	1			7	19	12	1	
47. Exceptional Student Education Aides											
48. Other Aides											
49. Aides (Total, lines 45-48)	44		4	1			7	19	12	1	
50. Technicians	101	31	6	23			23	9	9		

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DISTRIBUTION OF FULL-TIME EMPLOYEES AT NON-SCHOOL ADMINISTRATIVE LOCATIONS BY TYPE OF JOB, SEX AND ETHNIC CLASSIFICATION
AS OF OCTOBER 1, 1984
(continued)

Type of Job	Total	Male					Female				
		White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian/ Pacific Islander	Am. Ind./ Alaskan Native	White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian/ Pacific Islander	Am. Ind./ Alaskan Native
51. Clerical/Secretarial	656	20	11	15	1		280	194	133		2
52. Service Workers	199	53	47	65			10	24			
53. Skilled Crafts	693	401	134	150		1	3	2	2		
54. Laborers, Unskilled	38	9	25	4							
55. Total Full-Time Staff	2697	835	306	320	3	1	632	352	238	6	4
Part-Time Staff											
56. Professional Instructional	933	67	117	31	1		169	516	32		
57. Support	210	6	31	9			36	98	30		
58. Total (Lines 56-57)	1143	73	148	40	1		205	614	62		

Source: Public School Staff Survey (EEO-5), Florida Department of Education.

COMPARISON OF FULL-TIME STAFF BY ETHNIC CLASSIFICATION AND JOB TYPE
1982-83 to 1984-85

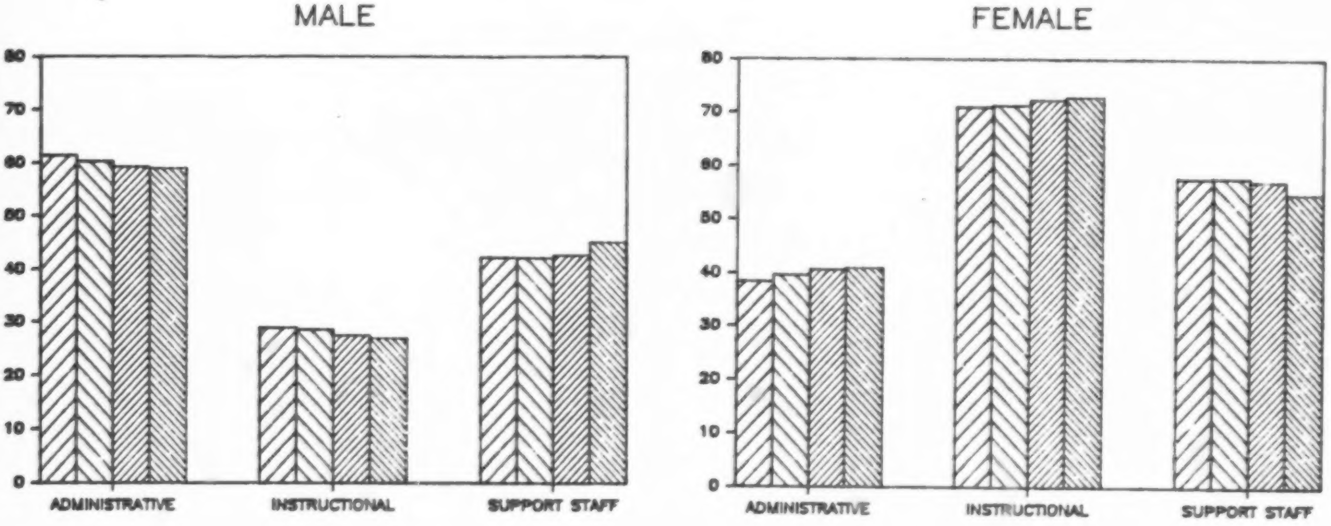
Job Category	White Non-Hispanic			Black Non-Hispanic			Hispanic			Asian & American Indian			Full-Time Staff Total		
	82-83	83-84	84-85	82-83	83-84	84-85	82-83	83-84	84-85	82-83	83-84	84-85	82-83	83-84	84-85
Administrative Staff (EEO 01-20)	554 58.9%	571 59.3%	573 58.7%	261 27.8%	270 28.0%	271 27.8%	120 12.8%	118 12.3%	128 13.1%	5 .5%	4 .4%	4 .4%	940	963	976
Instructional Staff (EEO 21-43)	7,389 57.3%	7,669 57.2%	7,622 56.8%	3,492 27.1%	3,629 27.0%	3,645 27.2%	1,973 15.3%	2,085 15.5%	2,126 15.8%	35 .3%	35 .3%	32 .2%	12,889	13,418	13,425
Support Staff (EEO 44-54)	2,031 34.5%	2,006 33.3%	1,981 34.3%	2,402 40.8%	2,506 39.8%	2,265 39.3%	1,431 24.3%	1,499 24.9%	1,497 26.0%	23 .4%	20 .3%	21 .4%	5,887	6,031	5,764
TOTAL FULL-TIME STAFF	9,974 50.6%	10,246 50.2%	10,176 50.4%	6,155 31.2%	6,405 31.4%	6,181 30.7%	3,524 17.9%	3,702 18.1%	3,751 18.6%	63 .3%	59 .3%	57 .3%	19,716	20,412	20,165

NOTES: Percentages may not total 100 due to rounding.

The numbers given with each category correspond with those used in the EEO-5 Staff Survey.

Source: Public Schools Staff Survey (EEO-5), Florida Department of Education.

COMPARISON OF FULL-TIME STAFF BY SEX AND VARIOUS JOB CLASSIFICATIONS
1981-82 to 1984-85



Job Category	Male 81-82	Male 82-83	Male 83-84	Male 84-85	Female 81-82	Female 82-83	Female 83-84	Female 84-85
Administrative (EEO 01-20)	561 61.5%	567 60.3%	571 59.3%	576 59.0%	351 38.5%	373 39.7%	392 40.7%	400 41.0%
Instructional (EEO 21-43)	3,681 28.9%	3,689 28.6%	3,685 27.5%	3,631 27.0%	9,076 71.1%	9,200 71.4%	9,733 72.5%	9,794 73.0%
Support Staff (EEO 44-54)	2,453 42.3%	2,487 42.2%	2,581 42.8%	2,606 45.2%	3,348 57.7%	3,400 57.8%	3,450 57.2%	3,158 54.8%
TOTAL FULL-TIME STAFF	6,695 34.4%	6,743 34.2%	6,837 33.5%	6,813 33.8%	12,775 65.6%	12,973 65.8%	13,575 66.5%	13,352 66.2%

NOTE: The numbers given with each category correspond with those used in the EEO-5 Staff Survey.

Current Source: Public Schools Staff Survey (EEO-5), Florida Department of Education.

AVERAGE ANNUAL SALARY PAID TO SELECTED PERSONNEL GROUPED BY EEOC CATEGORIES*

	Average Salary		
	1982-83	1983-84	1984-85
Administrators			
Superintendent of Schools	$80,557	$85,868	$93,595
Assistant, Associate, or Deputy Supt.	53,432	58,539	63,978
Directors, Instructional	46,118	49,431	53,803
Directors, Non Instructional	45,321	48,375	52,214
Principals	41,676	44,513	48,182
Supervisors, Instructional	37,702	41,414	44,390
Supervisors, Non Instructional	32,591	35,791	36,484
Coordinators	36,642	38,865	41,057
Assistant Principals	31,812	34,621	37,189
Classroom Teaching Staff**			
Teachers	22,621	23,834	25,392
School Level Professional Support Staff **			
Psychologists	31,286	32,489	33,955
Media Specialists	25,086	26,654	27,933
Counselors	26,978	28,916	29,814
Occupational Specialists	25,865	26,621	28,696
Visiting Teachers	26,094	27,535	29,165
Non-School Level Professional Support Staff			
Accountants	31,618	31,919	35,517
Analysts	32,382	34,380	37,779
Auditors	26,567	28,017	29,906
Buyers	24,635	29,014	31,828
Specialists	24,886	25,662	28,052
Programmers	25,090	27,210	29,156
Investigators	20,976	23,620	25,076
Educational Specialists	28,808	29,891	32,096
Non-Professional Support Staff			
AV Technicians	15,008	16,225	17,563
Custodians	11,018	11,601	12,437
Laborers	12,236	14,221	15,250
Mechanics/Technicians	16,944	18,128	19,497
Trades, Journeymen	23,747	24,530	26,622
Teacher Aides	9,756	10,496	11,146
Secretaries and Clerks	12,376	13,331	14,295

*Equal Employment Opportunity Commission.

**Annual salary is computed on a 10-month basis for school-level employees, except psychologists who are on a 12-month basis.

Source: 1982-83 and 1983-84, Division of Budget.
1984-85 - Average Salary Printout (4-15-85), Department of Management Information Systems.

TEACHER'S BASE SALARY
Minimum and Maximum*
1980-81 to 1984-85 (10 Months)

	1980-81		1981-82		1982-83		1983-84		1984-85	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
Bachelor's Degree	$11,515	$19,628	$12,229	$21,395	$14,299	$23,395	$15,083	$24,799	$16,000	$26,411
Master's Degree	12,262	20,386	15,229	24,395	17,229	26,395	18,083	27,799	19,000	29,411
Master's Degree + 36 Hours	12,974	20,967	16,829	25,995	18,829	27,995	19,683	29,399	20,600	31,011
Doctor's Degree	13,830	21,367	18,429	27,595	20,429	29,595	21,283	30,399	22,200	32,611

*Excludes Supplements and PIP.

Source: Salary handbooks, Bureau of Personnel Management.

NUMBER OF INSTRUCTIONAL PERSONNEL ON AO SALARY SCHEDULE
AS OF JANUARY 30, 1985
TEN-MONTH SALARY SCHEDULE

The table below provides data on the number of instructional staff at each pay step on the AO salary schedule for 10-month employees. Only employees on the active payroll as of January 30, 1985 are included. Generally, the AO salary schedule is applicable to instructional staff with a Bachelor's degree but certain staff with advanced degrees outside their teaching field are also placed on this schedule. Also included in the table below are a small number of eleven and twelve-month staff who earn a salary proportionately higher than indicated in the schedule.

RANK III (BACHELOR'S DEGREE)

Step	Column 1	Number of Personnel	Column 2	Number of Personnel
1	$16,000	187		
2	16,165	390		
3	16,344	269		
4	16,524	164	$18,248	169
5	16,705	111	18,591	247
6	16,884	58	18,933	199
7	17,062	60	19,275	175
8	17,241	43	19,618	85
9	17,419	37	19,959	70
10	17,601	28	20,301	60
11	17,779	30	20,642	62
12	17,959	27	20,986	54
13	18,139	153	21,875	305

Step	Column 3	Number of Personnel
1		
2		
3		
4		
5		
6		
7		
8	$22,552	56
9	23,142	104
10	23,732	156
11	24,326	239
12	24,918	240
13	26,411	2694

TOTAL NUMBER OF INSTRUCTIONAL STAFF ON AO SALARY SCHEDULE: 6472

NOTE: Column I - Annual Contract
Column II - Continuing Contract
Column III - Continuing Contract and seven Florida years, two in Dade County.

Source: Salary Matrix for Bargaining Unit 1, Bureau of Personnel Management and Department of Management Information Systems.

NUMBER OF INSTRUCTIONAL PERSONNEL ON CO (CREDENTIAL PAYMENT) SALARY SCHEDULE AS OF JANUARY 30, 1985 TEN-MONTH SALARY SCHEDULE

The tables below provide data on the number of instructional staff at each pay step on the CO (credential payment) salary schedule for 10-month employees. Included in the table are a small number of eleven and twelve-month employees who earn a salary proportionately higher than indicated in the schedule. Only employees on the active payroll as of January 30, 1985 are included. The CO salary schedule provides for credential payment for those meeting eligibility requirements as follows: 1) $3000 above each of the steps for Rank III for those with a Master's degree (Rank II), 2) $1600 above each of the steps for Rank II for those with a Specialist degree (Rank IA or IB), and 3) $1600 above each of the steps for Rank IA or IB for those with a Doctorate degree (Rank I). In order to be eligible for credential payment, the degree has to be in the field of the staff member's assignment (or they should have a total of 15 graduate semester hours in the subject area).

RANK II (MASTER'S DEGREE)

Step	Column 1	Number of Personnel	Column 2	Number of Personnel	Column 3	Number of Personnel
1	$19,000	27				
2	19,165	57				
3	19,344	61				
4	19,524	33	$21,248	61		
5	19,705	41	21,591	94		
6	19,884	33	21,933	127		
7	20,062	31	22,275	111		
8	20,241	27	22,618	63	$25,552	61
9	20,419	22	22,959	52	26,142	107
10	20,601	13	23,301	31	26,732	195
11	20,779	10	23,642	38	27,326	247
12	20,959	18	23,986	30	27,918	277
13	21,139	82	24,875	198	29,411	3532

RANK 1A AND 1B*

Step	Column 1	Number of Personnel	Column 2	Number of Personnel	Column 3	Number of Personnel
1	$20,600	2				
2	20,765	4				
3	20,944	6				
4	21,124	9	$22,848	1		
5	21,305	7	23,191	4		
6	21,484	12	23,533	5		
7	21,662	9	23,875	8		
8	21,841	12	24,218	9	$27,152	4
9	22,019	11	24,559	1	27,742	6
10	22,201	13	24,901	7	28,332	17
11	22,379	16	25,242	1	28,926	30
12	22,559	23	25,586	4	29,518	45
13	22,739	56	26,475	21	31,011	721

RANK I (DOCTORAL DEGREE)

Step	Column 1	Number of Personnel	Column 2	Number of Personnel	Column 3	Number of Personnel
1	$22,200	2				
2	22,365	2				
3	22,544	0				
4	22,724	2	$24,448	0		
5	22,905	4	24,791	1		
6	23,084	1	25,133	3		
7	23,262	2	25,475	0		
8	23,441	0	25,818	0	$28,752	1
9	23,619	2	26,159	2	29,342	1
10	23,801	2	26,501	2	29,932	1
11	23,979	1	26,842	0	30,526	3
12	24,159	1	27,186	0	31,118	7
13	24,339	8	28,075	9	32,611	119

NUMBER OF INSTRUCTIONAL PERSONNEL ON CREDENTIAL PAYMENT SALARY SCHEDULE: 6919

*Rank 1A is based upon Specialist Degree awarded after receiving the Master's Degree. Rank 1B pay is for 36 semester hours of graduate credit after receiving the Master's Degree and Rank II certificate.

Source: Salary Matrix for Bargaining Unit 1, Bureau of Personnel Management and Department of Management Information Systems.

FINANCE

REVENUES AND APPROPRIATIONS, ALL FUNDS
(In Millions of Dollars)

		1982-83 Actual	1983-84 Actual	1984-85 Budget
REVENUES				
Federal & Federal through State	Mil.	$ 65.6 (8.7%)	$ 83.4 (9.6%)	$ 36.1 (4.1%)
State		373.7 (49.8%)	426.1 (49.0%)	462.0 (52.5%)
Local		310.7 (41.4%)	359.7 (41.3%)	382.7 (43.4%)
Remittances/Sale of Assets		.3	1.1 (.1%)	---
Total Revenue		750.3 (100%)	870.3 (100%)	881.0 (100%)
Balances		135.2	127.0	174.4
TOTAL REVENUES AND BALANCES		$885.5	$997.3	$1,055.4
APPROPRIATIONS				
General Fund				
Instruction	Mil.	$378.3	$405.3	$ 495.2
Instructional Support		43.2	47.5	55.3
General Administration		8.2	8.5	10.6
School Administration		48.4	53.9	59.3
Facilities Acquisition and Construction		1.0	.6	.5
Fiscal Services		10.3	9.4	10.4
Central Services		51.4	48.1	26.0
Pupil Transportation		11.3	13.4	15.9
Operation of Plant		51.3	57.5	60.6
Maintenance of Plant		11.5	1.8	6.5
Community Services		5.3	5.8	6.0
Remittances		.3	--	--
		620.5	651.8	$ 746.3
Special Revenue Fund				
Instruction & Support Services		29.0	43.4	3.6
Food Services		41.5	44.7	48.8
		70.5	88.1	52.4
Debt Service Fund				
Redemption of Principal		4.3	4.5	4.7
Interest, Dues, & Fees		4.7	4.5	4.3
		9.0	9.0	9.0
Capital Projects Fund				
Land, Buildings, & Equipment		33.1	29.1	104.7
Remodeling		25.4	44.9	97.9
		58.5	74.0	202.6
TOTAL APPROPRIATIONS		$758.5	$822.9	$1,010.3
Ending Balances/Reserves				
General Fund		21.4	48.8	27.0
Special Revenue Funds		5.5	3.6	.8
Debt Service Fund		17.5	18.9	16.7
Capital Project Fund		82.6	103.0	.6
		127.0	174.4	45.1
TOTAL APPROPRIATIONS & BALANCES	Mil.	$885.5	$997.3	$1,055.4

Sources: 1982-83 and 1983-84 - Annual Financial Reports.
1984-85 - District Summary Budget, as submitted to the Florida Department of Education.

TAXABLE PROPERTY, MILLAGE & REVENUE 1980-81 TO 1984-85

YEAR	ASSESSED VALUE TAXABLE PROPERTY	OPERATING MILLAGE*	REVENUE
1980-81	$32,018,543,263	6.222	$189,258,407
1981-82	39,976,523,958	6.022	288,701,697
1982-83	42,935,841,354	5.383	219,567,452
1983-84	45,112,909,831	5.500	235,714,953
1984-85	46,619,559,155	5.477	242,568,559

* In addition to the operating millage shown, capital improvement millage was levied as follows:

YEAR	CAPITAL MILLAGE	REVENUE
1980-81	2.000	$60,835,232
1981-82	1.117	42,421,090
1982-83	1.117	45,561,368
1983-84	1.704	73,028,778
1984-85	1.884	83,439,687

Source: Annual Budgets, Division of Budget.

FULL-TIME EQUIVALENT STUDENTS BY PROGRAM
UNWEIGHTED (FTEUW) AND WEIGHTED (FTEW) *
1984-85

No.	Program	Actual July	Actual October	Actual February	June	FTEuw Total	WTS.	FTEw TOTAL
201	EMR	120.55	676.33	685.93		1,482.81	2.172	3,220.66
202	TMR	85.92	358.27	352.26		796.45	2.887	2,299.35
203	PH	30.50	142.39	146.43		319.32	3.718	1,187.23
204	P & OT PT	5.53	25.95	30.27		61.75	7.698	475.35
205	S & H PT	24.22	162.86	155.59		342.67	6.379	2,185.89
206	DEAF	24.26	108.90	118.33		251.49	3.888	977.79
207	Vision PT	.38	4.98	5.30		10.66	12.452	132.74
208	Vision	11.03	38.71	40.45		90.19	4.587	413.70
209	ED PT	7.13	66.07	73.82		147.02	4.473	657.62
210	ED	55.37	333.55	362.66		751.58	3.100	2,329.90
211	SLD PT	116.38	1,019.10	1,017.23		2,152.71	3.950	8,503.20
212	SLD	302.93	1,650.34	1,710.14		3,663.41	2.286	8,374.56
213	GIFTED PT	54.03	603.00	635.06		1,292.09	2.242	2,896.87
214	H/H PT	7.93	37.84	47.06		92.83	11.610	1,077.76
215	P & MH	104.33	388.20	383.91		876.44	5.330	4,671.43
	Sub-Total Exceptional Child	950.49	5,616.49	5,764.44		12,331.42	-	39,404.05
301	Agriculture	5.04	53.08	48.85		106.97	1.860	198.96
302	Office	186.89	1,819.54	1,712.62		3,719.05	1.321	4,912.87
303	Distributive	15.38	137.40	133.19		285.97	1.351	386.35
304	Diversified	281.79	1,050.83	957.39		2,290.01	1.382	3,164.79
305	Health	10.74	129.86	127.95		268.55	1.833	492.25
306	Public Service	.14	7.10	7.60		14.84	1.865	27.68
307	Home Economics	90.96	693.44	707.20		1,491.60	1.516	2,261.27
308	Tec Tr & Ind	154.75	1,700.64	1,626.00		3,481.39	1.906	6,635.53
309	Exploratory	363.52	2,155.51	2,095.08		4,614.11	1.360	6,275.19
	Sub-Total K-12 & Voc. J.P.	1,109.21	7,747.40	7,415.88		16,272.49	-	24,354.89
101	K-3 Basic	4,474.40	30,442.20	31,001.61		65,918.21	1.234	81,343.07
102	4-8 Basic	5,701.19	40,852.63	40,987.23		87,541.05	1.000	87,541.05
103	9-12 Basic	3,017.52	25,919.48	25,106.68		54,043.68	1.180	63,771.54
115	Alternative Education	609.01	3,542.35	3,596.90		7,748.26	1.676	12,986.08
116	K-3 Mainstream	.03	.93	1.64		2.60	2.468	6.42
117	4-8 Mainstream	-	1.21	1.25		2.46	2.000	4.92
118	9-12 Mainstream	.78	3.13	3.57		7.48	2.360	17.65
119	Alternative Educ. Mainstream	-	-	-		-	3.352	-
	Sub-Total Basic	13,802.93	100,761.93	100,698.88	-	215,263.74	-	245,670.73
	Total K-12	15,862.63	114,125.82	113,879.20	-	243,867.65	-	309,429.67
331	Agriculture	22.23	40.90	43.59	32.24	138.96	1.735	241.10
332	Office	171.84	512.86	498.40	263.16	1,446.26	1.346	1,946.67
333	Distributive	35.59	137.35	123.59	85.00	381.53	1.400	534.14
334	Diversified	14.25	13.60	17.60	12.85	58.30	1.222	71.24
335	Health	81.95	223.83	195.60	44.06	545.44	1.840	1,003.61
336	Public Service	-	.40	1.47	.24	2.11	1.530	3.23
337	Home Economics	65.87	256.06	145.41	246.04	713.38	1.531	1,092.18
338	Tec Tr & Ind	425.83	1,230.27	1,142.36	659.47	3,457.93	1.595	5,515.40
	Sub-Total Adult Voc. J. P.	817.56	2,415.27	2,168.02	1,343.06	6,743.91	-	10,407.57
361	Agriculture	1.15	8.90	8.66	5.16	23.87	1.583	37.79
362	Office	12.43	66.15	74.82	32.88	186.28	1.180	219.81
363	Distributive	3.83	25.72	13.32	30.44	73.31	1.152	84.45
364	Health	4.33	9.21	12.32	101.23	127.09	1.248	158.61
365	Public Service	-	-	2.66	-	2.66	1.192	3.17
366	Home Economics	74.96	195.81	241.09	119.20	631.06	1.045	659.46
367	Tec Tr & Ind	39.55	122.36	130.51	76.49	368.91	1.390	512.78
	Sub-Total Adult Voc. Supp.	136.25	428.15	483.38	365.40	1,413.18	-	1,676.07
401	Adult Basic & High School	1,752.51	5,556.02	5,497.04	2,801.59	15,607.16	.946	14,764.37
	Total Adult	2,706.32	8,399.44	8,148.44	4,510.05	23,764.25	-	26,848.01
	GRAND TOTAL	18,568.95	122,525.26	122,027.64	4,510.05	267,631.90	-	336,277.68

*FTEUW denotes Full-Time Equivalent Student without regard to the program weights. In general, one Full-Time Equivalent Student is computed by 25 pupil/teacher contact hours per week, whether full-time or aggregate part-time. FTEW is arrived at by multiplying FTEUW by program weights assigned by the state funding formula (higher cost programs are assigned a greater weight).

Source: Division of Budget.

PROGRAM COST PER FULL-TIME EQUIVALENT STUDENT
(OPERATING BUDGET)

PROGRAM	1983-84 COST PER FTE UW* (ACTUAL)	1984-85 COST PER FTE UW* (BUDGETED)
K-3 Basic	$ 2,382	$ 2,718
4-8 Basic	2,023	2,309
9-12 Basic	2,340	2,671
Educational Alternative	3,274	3,737
All Basic Programs	2,255	2,574
Educable Mentally Retarded	4,653	5,311
Trainable Mentally Retarded	5,913	6,749
Physically Handicapped	7,358	8,398
Physical and Occupational Therapy	11,988	13,683
Speach/Hearing Therapy (PT)	18,231	20,810
Deaf	8,097	9,242
Visually Handicapped (PT)	25,642	29,269
Visually Handicapped	9,015	10,290
Emotionally Disturbed (PT)	9,732	11,108
Emotionally Disturbed	6,614	7,549
Specific Learning Disability (PT)	7,622	8,700
Specific Learning Disability	4,635	5,290
Gifted	3,722	4,248
Hospital and Homebound (PT)	21,868	24,961
Profoundly Handicapped	9,528	10,875
All Exceptional Student Programs	6,500	7,419
7-12 Vocational/Job Preparatory	2,692	3,072
All K-12	2,493	2,845
Adult Education	1,912	2,182
All Programs	$ 2,434	$ 2,778

*FTE UW denotes Full-Time Equivalent Student without regard to the program weights. In general, one Full-Time Equivalent Student is computed by 25 pupil/teacher contact hours per week, whether full-time or aggregate part-time.

Source: 1983-84 - Computed by Office of Educational Accountability based on data in the Annual Financial Report.
1984-85 - Computed by Division of Budget based on data in the Adopted Budget.

COST PER FULL-TIME EQUIVALENT STUDENT 1983-84

NORTH AREA

SCHOOL NUMBER	SCHOOL NAME	BASIC STUDENT	EXCEPTIONAL STUDENT	VOCATIONAL STUDENT
0241	BAY HARBOR EL.	$ 1959.69	4777.65	
0321	BISCAYNE EL.	$ 2470.00	6336.91	
0361	BISCAYNE GARDENS EL.	$ 2053.97	7435.37	
0461	BRENTWOOD EL.	$ 2153.83	6644.25	
0561	BRYAN, WILLIAM J. EL.	$ 1966.42	5906.08	
0641	BUNCHE PARK EL.	$ 2058.46	6010.03	
0681	CAROL CITY EL.	$ 2018.39	6247.11	
0761	FIENBERG, L. D. EL.	$ 2384.45	5664.99	
1161	CRESTVIEW EL.	$ 2198.78	7467.02	
1481	DUPUIS EL.	$ 2277.80	5533.80	
2081	FULFORD EL.	$ 2217.43	5878.75	
2161	GOLDEN GLADES EL.	$ 2572.48	6643.29	
2241	GRATIGNY EL.	$ 2003.39	7255.51	
2281	GREYNOLDS PARK EL.	$ 2077.35	6032.71	
2401	HIBISCUS EL.	$ 1967.80	9747.51	
2441	HIGHLAND OAKS EL.	$ 2204.93	3671.80	
2581	IVES, MADIE EL.	$ 2194.81	8497.58	
2801	LAKE STEVENS EL.	$ 2249.33	6483.06	
3241	MIAMI GARDENS EL.	$ 2200.82	5115.76	
3281	MIAMI LAKES EL.	$ 1947.52	3540.44	
3421	MILAM, M. A. EL.	$ 1915.57	6712.91	
3581	MYRTLE GROVE EL.	$ 2054.70	5513.94	
3661	NATURAL BRIDGE EL.	$ 2343.47	5809.96	
3701	NORLAND EL.	$ 2158.51	9022.56	
3741	NORTH BEACH EL.	$ 2074.30	3925.23	
3781	NO. CAROL CITY EL.	$ 1992.39	5422.38	
3821	NORTH COUNTY EL.	$ 2153.13	4557.22	
3861	NORTH GLADE EL.	$ 2397.18	7520.37	
3941	NORTH MIAMI EL.	$ 1812.80	5602.10	
3981	NORTH TWIN LAKES EL.	$ 2212.10	5423.45	
4001	NORWOOD EL.	$ 2207.95	8426.61	
4021	OAK GROVE EL.	$ 2043.94	5915.70	
4061	OJUS EL.	$ 2486.42	5629.21	
4121	OPA LOCKA EL.	$ 1812.31	6217.29	
4241	PALM LAKES EL.	$ 2031.17	5643.88	
4281	PALM SPRINGS NORTH EL	$ 1945.72	9208.86	
4301	PARKVIEW EL.	$ 2094.06	6022.58	
4341	PARKWAY EL.	$ 2143.63	6565.10	
4541	RAINBOW PARK EL.	$ 2159.82	5925.48	
4801	SABAL PALM EL.	$ 2159.51	3960.74	
4881	SCOTT LAKE EL.	$ 2193.74	8499.12	
5081	SKYWAY EL.	$ 2281.69	6005.21	
5481	TREASURE ISLAND EL.	$ 2209.41	5974.53	
5601	TWIN LAKES EL.	$ 2144.18	6115.86	
6051	CAROL CITY JR.	$ 1938.79	5651.98	1979.93
6241	HIGHLAND OAKS JR.	$ 1917.84	5181.58	2070.27
6281	JEFFERSON, T. J. JR.	$ 1877.26	7211.87	2233.93
6301	KENNEDY, J. F. JR.	$ 1858.83	5141.78	2394.77
6351	LAKE STEVENS JR.	$ 2040.37	4885.12	2126.74
6501	MIAMI LAKES JR.	$ 1796.03	4326.77	2466.01
6541	NAUTILUS JR.	$ 1903.95	7552.03	2159.73
6571	NORLAND JR.	$ 1831.86	6124.31	2275.40
6591	NORTH DADE JR.	$ 2003.35	6216.19	2067.57
6631	NORTH MIAMI JR.	$ 1752.21	4245.11	1918.23
6681	PALM SPRINGS JR.	$ 1726.76	5972.77	2194.35
6721	PARKWAY JR.	$ 1953.59	6391.96	2553.73
7011	AMERICAN SR.	$ 2288.55	6192.76	2144.26
7131	HIALEAH-MIAMI LAKES	$ 2524.78	5726.99	2188.34
7201	MIAMI BEACH SR.	$ 2174.47	6353.05	2025.24
7231	MIAMI CAROL CITY SR.	$ 2265.13	7091.23	2609.05
7381	MIAMI NORLAND SR.	$ 2365.47	5470.85	2392.91
7541	NORTH MIAMI BEACH SR.	$ 2204.04	7027.38	2210.20
7591	NORTH MIAMI SR.	$ 2349.01	5652.01	2639.01

COST PER FULL-TIME EQUIVALENT STUDENT 1983-84

NORTH CENTRAL AREA

SCHOOL NUMBER	SCHOOL NAME	BASIC STUDENT	EXCEPTIONAL STUDENT	VOCATIONAL STUDENT
0081	ALLAPATTAH EL.	$ 2110.41	3197.78	
0101	ARCOLA LAKE EL.	$ 2315.72	6592.61	
0401	BLANTON, VAN E. EL.	$ 2057.92	7237.58	
0481	BRIGHT, JAMES H. EL.	$ 2129.03	5504.24	
0521	BROADMOOR EL.	$ 2218.61	11468.12	
0601	BUENA VISTA EL.	$ 2562.31	*	
0881	COMSTOCK EL.	$ 2301.04	6282.47	
1401	DREW, C. R. EL.	$ 2298.95	7119.19	
1521	EARHART, AMELIA EL.	$ 2169.42	5654.74	
1561	EARLINGTON HTS. EL.	$ 2659.78	7632.04	
1601	EDISON PARK EL.	$ 2185.04	4150.20	
1681	EVANS, LILLIE C. EL.	$ 2660.41	12480.30	
1921	FLAMINGO EL.	$ 2048.00	3380.93	
1961	FLORAL HTS. EL.	$ 2522.55	8624.85	
2041	FRANKLIN, BENJAMIN EL	$ 2138.50	6168.92	
2361	HIALEAH EL.	$ 2344.64	7262.46	
2501	HOLMES EL.	$ 2389.43	13988.17	
2531	CROWDER EL.	$ 2805.94	*	
2621	JOHNSON, J. W. EL.	$ 3013.28		
2761	KING,MARTIN LUTHER EL	$ 2533.34	*	
2821	LAKEVIEW EL.	$ 2123.32	11352.18	
2981	LIBERTY CITY EL.	$ 2273.63	4832.75	
3021	LITTLE RIVER EL.	$ 2138.86	*	
3041	LORAH PARK EL.	$ 2190.30	6627.71	
3141	MEADOWLANE EL.	$ 2255.34	7021.87	
3181	MELROSE EL.	$ 2421.70	3657.73	
3301	MIAMI PARK EL.	$ 1996.59	5784.44	
3341	MIAMI SHORES EL.	$ 1887.45	6398.75	
3381	MIAMI SPRINGS EL.	$ 1888.02	7594.26	
3461	MIRAMAR, EL.	$ 2520.30	4060.58	
3501	MORNINGSIDE EL.	$ 1957.78	12123.25	
3901	NORTH HIALEAH EL.	$ 1943.85	5504.58	
4071	OLINDA EL.	$ 2414.44	5378.06	
4171	ORCHARD VILLA EL.	$ 2245.83	7878.29	
4261	PALM SPRINGS EL.	$ 2092.54	6949.15	
4401	PHARR, KELSEY EL.	$ 2396.41	6256.92	
4501	POINCIANA PARK EL.	$ 2245.37	4940.48	
4841	SANTA CLARA EL.	$ 2328.95	11003.57	
4961	SHADOWLAWN EL.	$ 2220.97	5874.98	
5201	SOUTH HIALEAH EL.	$ 1915.19	5603.36	
5361	SPRINGVIEW EL.	$ 2246.28	12558.60	
5711	WALTERS, MAE EL.	$ 2115.32	6536.57	
5861	WEST LITTLE RIVER EL.	$ 1902.76	10638.93	
5901	WESTVIEW EL.	$ 2020.39	8348.07	
5931	WHEATLEY, P. EL.	$ 2346.04	4974.49	
5971	YOUNG, NATHAN EL.	$ 2399.10	5490.99	
6011	ALLAPATTAH JR.	$ 2092.80	4803.70	2419.63
6031	BROWNSVILLE JR.	$ 2810.38	5074.47	2427.80
6141	DREW MIDDLE SCHOOL	$ 3276.36	11397.01	4755.61
6171	FILER, HENRY H. JR.	$ 1931.93	5417.76	1890.86
6231	HIALEAH JR.	$ 2063.97	7290.01	1952.80
6371	LEE, ROBERT E. JR.	$ 1988.65	5606.03	2452.24
6391	MADISON JR.	$ 1929.76	6450.65	2212.51
6411	MANN, HORACE JR.	$ 1862.00	5876.61	1769.53
6481	MIA EDISON MID SCHOOL	$ 1956.80	5029.65	2340.26
6521	MIAMI SPRINGS JR.	$ 1866.36	5268.36	1749.29
6981	WESTVIEW JR.	$ 1803.24	4633.80	2130.06
7111	HIALEAH SR.	$ 2280.67	5713.46	2071.02
7251	MIAMI CENTRAL SR.	$ 2578.21	7759.25	2902.38
7254	MIA. D. MAC ARTHUR NO	$ 5482.04	8258.77	6444.00
7301	MIAMI EDISON SR.	$ 2448.46	6922.98	2355.53
7341	MIAMI JACKSON SR.	$ 2550.61	5432.22	2910.87
7411	MIAMI NORTHWESTERN SR	$ 2426.84	4876.95	2467.29
7511	MIAMI SPRINGS SR.	$ 2622.61	7542.51	2479.42
8101	JAN MANN OPP NORTH	$ 6619.38	5881.53	6344.59
8121	C.O.P.E. CENTER - NO	$ 4855.85	13433.98	4678.35

*Exceptional student education cost per pupil has not been computed for these schools because less than one Full-Time Equivalent student (FTE) was reported in this program.

COST PER FULL-TIME EQUIVALENT STUDENT 1983-84

SOUTH CENTRAL AREA

SCHOOL NUMBER	SCHOOL NAME	BASIC STUDENT	EXCEPTIONAL STUDENT	VOCATIONAL STUDENT
0121	AUBURNDALE EL.	$ 2457.24	5453.83	
0201	BANYAN EL.	$ 2151.25	5838.05	
0271	BENT TREE EL.	$ 1780.22	7531.60	
0721	CARVER, G. W. EL.	$ 3014.38	*	
0801	CITRUS GROVE EL.	$ 2333.55	6985.76	
0841	COCONUT GROVE EL.	$ 3180.90	6646.46	
0961	CORAL GABLES EL.	$ 2173.76	7867.51	
1001	CORAL PARK EL.	$ 2108.77	6569.63	
1081	CORAL TERRACE EL.	$ 1986.42	6596.60	
1121	CORAL WAY EL.	$ 2183.85	5781.78	
1361	DOUGLAS EL.	$ 2285.81	*	
1441	DUNBAR EL.	$ 2085.95	5863.46	
1641	EMERSON EL.	$ 2055.01	5784.35	
1721	EVERGLADES EL.	$ 2039.66	6276.27	
1761	FAIRCHILD, D. EL.	$ 2348.03	9397.53	
1801	FAIRLAWN EL.	$ 2360.62	6811.82	
1841	FLAGAMI EL.	$ 1934.67	5706.80	
1881	FLAGLER, H. M. EL.	$ 1836.84	7569.38	
2261	GREENGLADE ELEM	$ 1904.37	7036.02	
2651	KENDALE LAKES EL.	$ 1952.32	4604.33	
2661	KENSINGTON PARK EL.	$ 2220.70	6163.35	
2741	KEY BISCAYNE EL.	$ 2226.35	9465.10	
2781	KINLOCH PARK EL.	$ 2166.74	4907.79	
2861	YOUTH OPPORT. SCH. SO.	$ 5715.80	6866.04	7095.69
3061	LUDLAM EL.	$ 2863.93	8406.09	
3221	MERRICK EL.	$ 2127.02	9975.74	
4091	OLYMPIA HTS. EL.	$ 2324.84	6793.42	
4681	RIVERSIDE EL.	$ 2585.38	7310.76	
4721	ROCKWAY EL.	$ 1891.58	7656.35	
4741	ROYAL GREEN EL.	$ 2014.06	6561.52	
4761	ROYAL PALM EL.	$ 1981.61	8073.49	
4921	SEMINOLE EL.	$ 2251.05	5750.18	
5001	SHENANDOAH EL.	$ 2162.35	6388.12	
5041	SILVER BLUFF EL.	$ 2272.60	5893.18	
5241	SOUTH MIAMI EL.	$ 2680.43	8682.54	
5321	SOUTHSIDE EL.	$ 2650.32	7809.90	
5381	E.W.F.STIRRUP EL.	$ 1827.08	6090.82	
5401	SUNSET EL.	$ 2487.14	4440.31	
5441	SYLVANIA HTS. EL.	$ 2200.18	4984.84	
5521	TROPICAL EL.	$ 2156.83	5610.22	
5561	TUCKER, F. S. EL.	$ 2125.86	6092.78	
5641	VILLAGE GREEN EL.	$ 2022.97	7211.90	
5831	WEST,HENRY S. LAB. EL.	$ 2268.75	10769.29	
5961	WINSTON PARK EL.	$ 1826.00	5322.93	
6071	CARVER, G. W. JR.	$ 2548.88	7029.09	2146.88
6091	CITRUS GROVE JR.	$ 1905.18	6609.40	2382.37
6331	KINLOCH PARK JR.	$ 1969.99	6380.55	2026.38
6441	H. D. MCMILLAN JR.	$ 1663.45	5026.50	2053.96
6741	PONCE DE LEON JR.	$ 1931.67	5382.86	2502.98
6801	RIVIERA JR.	$ 1814.55	6110.78	2161.57
6821	ROCKWAY JR.	$ 1981.38	6456.12	1758.24
6841	SHENANDOAH JR.	$ 1874.18	5248.04	1986.11
6881	SOUTH MIAMI JR.	$ 2129.32	8371.65	2263.26
6901	W. R. THOMAS JR.	$ 1880.75	5808.03	2187.48
6911	WASHINGTON, B. T. JR.	$ 2178.97	4469.78	2201.78
6961	WEST MIAMI JR.	$ 1881.98	5249.01	2377.30
7071	CORAL GABLES SR.	$ 2309.07	4836.23	2240.26
7271	MIAMI CORAL PARK SR.	$ 2188.20	5435.23	1974.37
7461	MIAMI SR.	$ 2382.04	7218.48	2365.15
7531	MIAMI SUNSET SR.	$ 2206.30	6118.40	2021.31
7721	SOUTH MIAMI SR.	$ 2419.27	5449.99	2261.30

*Exceptional student education cost per pupil has not been computed for these schools because less than one Full-Time Equivalent student (FTE) was reported in this program.

COST PER FULL-TIME EQUIVALENT STUDENT 1983-84

SOUTH AREA

SCHOOL NUMBER	SCHOOL NAME	BASIC STUDENT	EXCEPTIONAL STUDENT	VOCATIONAL STUDENT
0041	AIR BASE EL.	$ 2177.61	7638.61	
0161	AVOCADO EL.	$ 2095.82	4693.03	
0261	BEL-AIRE EL.	$ 2380.12	6045.53	
0441	BLUE LAKES EL.	$ 2478.38	4673.63	
0651	CAMPBELL DRIVE EL.	$ 2101.32	5191.77	
0661	CARIBBEAN EL.	$ 2235.75	5133.30	
0671	CALUSA EL.	$ 1817.14	10453.14	
0771	CHAPMAN EL.	$ 2357.89	5064.01	
0861	COLONIAL DRIVE EL.	$ 2021.74	5713.37	
0921	COOPER, N. K. EL.			
1041	CORAL REEF EL.	$ 2076.23	12701.97	
1241	CUTLER RIDGE EL.	$ 2076.69	4404.48	
1281	CYPRESS EL.	$ 1942.84	5780.53	
1331	DEVONAIRE EL.	$ 1856.71	8889.37	
2001	FLORIDA CITY EL.	$ 2592.31	6395.47	
2021	GLORIA FLOYD EL.	$ 2068.20	7811.85	
2321	GULFSTREAM EL.	$ 2020.33	5422.45	
2521	HOOVER EL.	$ 1839.40	7756.23	
2541	HOWARD DRIVE EL.	$ 2549.23	5670.29	
2641	KENDALE EL.	$ 2177.60	8888.68	
2701	KENWOOD EL.	$ 2433.00	29967.92	
2881	LEEWOOD EL.	$ 2043.89	4099.42	
2901	LEISURE CITY EL.	$ 2196.01	6278.99	
2941	LEWIS, A. L. EL.	$ 2585.46	5069.53	
3101	MARTIN, F. C. EL.	$ 2104.37	7092.55	
3261	MIAMI HTS. EL.	$ 2451.10	6703.06	
3541	MOTON, R. R. EL.	$ 2845.94	8744.36	
3621	NARANJA EL.	$ 2235.60	7909.83	
4221	PALMETTO EL.	$ 2184.19	6894.61	
4381	PERRINE EL.	$ 2518.74	8480.43	
4421	PINECREST EL.	$ 1989.17	14707.65	
4441	PINE LAKE EL.	$ 2163.67	11446.07	
4461	PINE VILLA EL.	$ 2251.83	5178.39	
4581	REDLAND EL.	$ 1849.00	5235.25	
4611	REDONDO EL.	$ 2148.98	7850.30	
4651	RICHMOND EL.	$ 2196.09	4632.64	
5121	SNAPPER CREEK EL.	$ 2253.58	5228.86	
5281	SOUTH MIAMI HTS. EL.	$ 2058.01	7101.59	
5421	SUNSET PARK EL.	$ 1965.20	6627.19	
5671	VINELAND EL.	$ 2177.06	5426.05	
5791	WEST HOMESTEAD EL.	$ 2555.74	6536.09	
5951	WHISPERING PINES EL.	$ 1970.61	6351.75	
6021	ARVIDA JR.	$ 1774.46	4153.37	2126.92
6061	CAMPBELL DRIVE JR.	$ 1983.69	5376.79	2100.24
6081	CENTENNIAL JR.	$ 1863.59	6825.30	2201.47
6111	CUTLER RIDGE JR.	$ 1870.44	7514.45	1943.21
6211	GLADES JR.	$ 1897.01	6586.00	1993.54
6221	HAMMOCKS JR.			
6251	HOMESTEAD JR.	$ 1986.41	5648.19	2230.33
6431	MAYS JR.	$ 2237.64	6295.29	2347.60
6701	PALMETTO JR.	$ 1992.53	7272.80	2558.11
6761	REDLAND JR.	$ 1924.54	6670.40	2104.73
6781	RICHMOND HTS. JR.	$ 1907.92	4563.89	2199.06
6861	SOUTHWOOD JR.	$ 2009.84	5265.34	2616.79
7151	HOMESTEAD SR.	$ 2363.10	5052.26	2000.50
7361	MIAMI KILLIAN SR.	$ 2296.95	5043.57	2343.48
7431	MIAMI PALMETTO SR.	$ 2178.46	5696.87	2073.75
7631	MIA. D. MAC ARTHUR SO	$ 5492.84	6156.62	6711.79
7701	SOUTH DADE SR.	$ 2306.03	4065.07	2816.18
7731	MIAMI SOUTHRIDGE SR.	$ 2362.31	6128.33	2160.91
7741	SOUTHWEST MIAMI SR.	$ 2249.13	5712.03	2432.50
8131	C.O.P.E. CENTER - SO	$ 4812.16		7501.17
	DISTRICTWIDE AVERAGE	$ 2416.38	6856.08	2710.43

Source: Computed from Program Cost Report, Division of Accounting and Office of Support Operations.

COMPARATIVE STATISTICS –

DADE AND LARGEST U.S. DISTRICTS

RATIO OF CENTRAL ADMINISTRATIVE STAFF TO PUPILS AND TEACHERS
(TWENTY LARGEST U.S. DISTRICTS)
1984-85

DISTRICT	MEMBERSHIP FALL 1984	NUMBER OF TEACHERS	NUMBER OF ADMINISTRATORS*	ADMINISTRATORS TO PUPILS		ADMINISTRATORS TO TEACHERS	
				RATIO	RANK	RATIO	RANK
NEW YORK, N.Y.	925072	42280	1295	1: 714.3	17	1: 32.64	14
LOS ANGELES, CA.	543302	24176	1249	1: 434.9	8	1: 19.35	7
CHICAGO, ILL.	431130	ND	509	1: 847.0	19	ND	--
DADE COUNTY, FL.	228062	12334	518	1: 440.2	10	1: 23.81	11
PHILADELPHIA, PA.	197477	8440	871	1: 226.7	1	1: 9.690	1
HOUSTON, TX.	187367	9295	312	1: 600.5	12	1: 29.79	12
DETROIT, MICH.	175775	6468	366	1: 480.2	11	1: 17.67	5
HAWAII, STATE OF	163527	8190	238	1: 687.0	15	1: 34.41	16
DALLAS, TX.	128145	7071	438	1: 292.5	3	1: 16.14	4
BROWARD COUNTY, FL.	125511	6607	315	1: 398.4	6	1: 20.97	9
FAIRFAX COUNTY, VA.	122705	6675	302	1: 406.3	7	1: 22.10	10
HILLSBOROUGH COUNTY, FL	113218	5462	175	1: 646.9	13	1: 31.21	13
MEMPHIS, TENN.	108085	5474	371	1: 291.3	2	1: 14.75	3
PRINCE GEORGE'S CO., MD	105830	5273	160	1: 661.4	14	1: 32.95	15
SAN DIEGO, CA.	100353	4956	124	1: 809.2	18	1: 39.96	18
DUVAL COUNTY, FL.	98849	3999	225	1: 439.3	9	1: 17.77	6
MONTGOMERY COUNTY, MD.	91365	5358	265	1: 344.7	4	1: 20.21	8
CLARK COUNTY, NEV.	89735	3558	70	1: 1281.	20	1: 50.82	19
JEFFERSON COUNTY, KY.	88143	3341	240	1: 367.2	5	1: 13.92	2
PINELLAS COUNTY, FL.	86816	4910	125	1: 694.5	16	1: 39.28	17
MEDIAN				1: 460.2		1: 22.10	

Note: Rank 1 denotes district with smallest number of pupils or teachers per administrator.

*Based on the definition of Educational Research Service, Inc., "Administrative" staff includes the following: Superintendent, Associate/Assistant/Area Superintendents, Directors, Supervisors, Coordinators, and all other central office non-administrative/non-instructional professional staff (for Dade County, includes EEOC lines 1 through 8, plus line 44 - see page 62).

Source: Educational Research Service, Inc.

RATIO OF PRINCIPALS TO PUPILS AND TEACHERS
(TWENTY LARGEST U.S. DISTRICTS)
1984-85

DISTRICT	MEMBERSHIP FALL 1984	NUMBER OF TEACHERS	NUMBER OF PRINCIPALS	PRINCIPALS TO PUPILS		PRINCIPALS TO TEACHERS	
				RATIO	RANK	RATIO	RANK
NEW YORK, N.Y.	925072	42280	915	1: 1011.01	19	1: 46.21	18
LOS ANGELES, CA.	543302	24176	540	1: 1006.11	18	1: 44.77	16
CHICAGO, ILL.	431130	ND	ND	ND	--	ND	--
DADE COUNTY, FL.	228062	12334	244	1: 934.68	17	1: 50.55	19
PHILADELPHIA, PA.	197477	8440	279	1: 707.80	7	1: 30.25	4
HOUSTON, TX.	187367	9295	222	1: 844.00	14	1: 41.87	15
DETROIT, MICH.	175775	6468	206	1: 853.28	15	1: 31.40	6
HAWAII, STATE OF	163527	8190	234	1: 698.83	6	1: 35.00	8
DALLAS, TX.	128145	7071	175	1: 732.26	9	1: 40.41	12
BROWARD COUNTY, FL.	125511	6607	160	1: 784.44	11	1: 41.29	13
FAIRFAX COUNTY, VA.	122705	6675	173	1: 709.28	8	1: 38.58	11
HILLSBOROUGH COUNTY, FL	113218	5462	132	1: 857.71	16	1: 41.38	14
MEMPHIS, TENN.	108085	5474	147	1: 735.27	10	1: 37.24	10
PRINCE GEORGE'S CO., MD	105830	5273	177	1: 597.91	1	1: 29.79	3
SAN DIEGO, CA.	100353	4956	163	1: 615.66	2	1: 30.40	5
DUVAL COUNTY, FL.	98849	3999	142	1: 696.12	5	1: 28.16	2
MONTGOMERY COUNTY, MD.	91365	5358	144	1: 634.48	3	1: 37.21	9
CLARK COUNTY, NEV.	89735	3558	107	1: 838.64	13	1: 33.25	7
JEFFERSON COUNTY, KY.	88143	3341	129	1: 683.28	4	1: 25.90	1
PINELLAS COUNTY, FL.	86816	4910	107	1: 811.36	12	1: 45.89	17
MEDIAN				1: 735,27		1: 37.24	

*Rank 1 denotes district with the smallest number of pupils or teachers per principal.

Source: Educational Research Service, Inc.

RATIO OF ASSISTANT PRINCIPALS TO PUPILS AND TEACHERS
(TWENTY LARGEST U.S. DISTRICTS)
1984-85

DISTRICT	MEMBERSHIP FALL 1984	NUMBER OF TEACHERS	NUMBER OF ASSISTANT PRINCIPALS	ASSISTANT PRINCIPALS TO PUPILS		ASSISTANT PRINCIPALS TO TEACHERS	
				RATIO	RANK	RATIO	RANK
NEW YORK, N.Y.	925072	42280	1876	1: 493.11	1	1: 22.54	1
LOS ANGELES, CA.	543302	24176	392	1: 1385.97	15	1: 61.67	16
CHICAGO, ILL.	431130	ND	ND	ND	--	ND	--
DADE COUNTY, FL.	228062	12334	369	1: 618.05	3	1: 33.43	4
PHILADELPHIA, PA.	197477	8440	198	1: 997.36	11	1: 42.63	7
HOUSTON, TX.	187367	9295	152	1: 1232.68	14	1: 61.15	15
DETROIT, MICH.	175775	6468	249	1: 705.92	4	1: 25.98	2
HAWAII, STATE OF	163527	8190	114	1: 1434.45	17	1: 71.84	17
DALLAS, TX.	128145	7071	162	1: 791.02	6	1: 43.65	8
BROWARD COUNTY, FL.	125511	6607	208	1: 603.42	2	1: 31.76	3
FAIRFAX COUNTY, VA.	122705	6675	141	1: 870.25	9	1: 47.34	11
HILLSBOROUGH COUNTY, FL	113218	5462	132	1: 857.71	8	1: 41.38	6
MEMPHIS, TENN.	108085	5474	100	1: 1080.85	13	1: 54.74	13
PRINCE GEORGE'S CO., MD	105830	5273	73	1: 1449.73	18	1: 72.23	18
SAN DIEGO, CA.	100353	4956	109	1: 920.67	10	1: 45.47	10
DUVAL COUNTY, FL.	98849	3999	43	1: 2298.81	19	1: 93.00	19
MONTGOMERY COUNTY, MD.	91365	5358	108	1: 845.97	7	1: 49.61	12
CLARK COUNTY, NEV.	89735	3558	63	1: 1424.37	16	1: 56.48	14
JEFFERSON COUNTY, KY.	88143	3341	84	1: 1049.32	12	1: 39.77	5
PINELLAS COUNTY, FL.	86816	4910	112	1: 775.14	5	1: 43.84	9
MEDIAN				1: 920.67		1: 45.47	

*Rank 1 denotes district with the smallest number of pupils or teachers per assistant principal.

Source: Educational Research Service, Inc.

RATIO OF CLASSROOM TEACHERS TO PUPILS
(TWENTY LARGEST U.S. DISTRICTS)
1984-85

DISTRICT	MEMBERSHIP FALL 1984	NUMBER OF TEACHERS	TEACHERS TO PUPILS	
			RATIO	RANK *
NEW YORK, N.Y.	925072	42280	1: 21.88	13
LOS ANGELES, CA.	543302	24176	1: 22.47	14
CHICAGO, ILL.	431130	ND	ND	--
DADE COUNTY, FL.	228062	12334	1: 18.49	5
PHILADELPHIA, PA.	197477	8440	1: 23.40	15
HOUSTON, TX.	187367	9295	1: 20.16	10
DETROIT, MICH.	175775	6468	1: 27.18	19
HAWAII, STATE OF	163527	8190	1: 19.97	8
DALLAS, TX.	128145	7071	1: 18.12	3
BROWARD COUNTY, FL.	125511	6607	1: 19.00	6
FAIRFAX COUNTY, VA.	122705	6675	1: 18.38	4
HILLSBOROUGH COUNTY, FL	113218	5462	1: 20.73	12
MEMPHIS, TENN.	108085	5474	1: 19.75	7
PRINCE GEORGE'S CO., MD	105830	5273	1: 20.07	9
SAN DIEGO, CA.	100353	4956	1: 20.25	11
DUVAL COUNTY, FL.	98849	3999	1: 24.72	16
MONTGOMERY COUNTY, MD.	91365	5358	1: 17.05	1
CLARK COUNTY, NEV.	89735	3558	1: 25.22	17
JEFFERSON COUNTY, KY.	88143	3341	1: 26.38	18
PINELLAS COUNTY, FL.	86816	4910	1: 17.68	2
MEDIAN			1: 20.16	

*Rank 1 denotes district with the smallest number of pupils per teacher.

Source: Educational Research Service, Inc.

RATIO OF DEANS/COUNSELORS TO PUPILS
(TWENTY LARGEST U.S. DISTRICTS)
1984-85

DISTRICT	MEMBERSHIP FALL 1984	NUMBER OF DEANS AND COUNSELORS	DEANS AND COUNSELORS TO PUPILS	
			RATIO	RANK*
NEW YORK, N.Y.	925072	1526	1: 606.21	17
LOS ANGELES, CA.	543302	673	1: 807.28	19
CHICAGO, ILL.	431130	ND	ND	--
DADE COUNTY, FL.	228062	422	1: 540.43	12
PHILADELPHIA, PA.	197477	649	1: 304.28	1
HOUSTON, TX.	187367	345	1: 543.09	13
DETROIT, MICH.	175775	419	1: 419.51	8
HAWAII, STATE OF	163527	415	1: 394.04	4
DALLAS, TX.	128145	198	1: 647.20	18
BROWARD COUNTY, FL.	125511	306	1: 410.17	6
FAIRFAX COUNTY, VA.	122705	261	1: 470.13	10
HILLSBOROUGH COUNTY, FL	113218	259	1: 437.14	9
MEMPHIS, TENN.	108085	179	1: 603.83	16
PRINCE GEORGE'S CO., MD	105830	186	1: 568.98	14
SAN DIEGO, CA.	100353	187	1: 536.65	11
DUVAL COUNTY, FL.	98849	322	1: 306.98	2
MONTGOMERY COUNTY, MD.	91365	220	1: 415.30	7
CLARK COUNTY, NEV.	89735	152	1: 590.36	15
JEFFERSON COUNTY, KY.	88143	227	1: 388.30	3
PINELLAS COUNTY, FL.	86816	219	1: 396.42	5

MEDIAN 1: 470.13

*Rank 1 denotes district with the smallest number of pupils per dean/counselor.

Source: Educational Research Service, Inc.

ADMINISTRATIVE SALARIES
(TWENTY LARGEST U.S. DISTRICTS)
1984-85

DISTRICT	MEMBERSHIP FALL 1984	SUPT.	DEPTY/ ASSOCIATE SUPT.	ASSISTANT SUPT.	SUBJECT AREA SUPERVISOR
NEW YORK, N.Y. *	925,072				
AVERAGE			71421	60481	39167
LOW			71000	48061	33398
HIGH		95000	82000	71000	41689
DAYS ON DUTY		212	212	212	212
LOS ANGELES, CA.	543,302				
AVERAGE			78525	68463	43083
LOW			68575	58227	38692
HIGH		113731	100942	72449	47163
DAYS ON DUTY		223	223	223	210
CHICAGO, ILL.	431,130				
AVERAGE			62406	57101	39115
LOW			61274	49418	35115
HIGH		120000	66934	58689	39499
DAYS ON DUTY		224	224	224	224
DADE COUNTY, FL.	228,062				
AVERAGE			68595	62434	47194
LOW			67126	61617	29755
HIGH		93595	70063	64313	61617
DAYS ON DUTY		230	230	230	230
PHILADELPHIA, PA.	197,477				
AVERAGE			50067	49424	34817
LOW			47499	49424	29013
HIGH		85000	55120	49424	39563
DAYS ON DUTY		226	226	226	226
HOUSTON, TX.	187,367				
AVERAGE			57198	48560	33054
LOW			45683	37812	24644
HIGH		97900	77796	56064	38157
DAYS ON DUTY		228	228	228	228
DETROIT, MICH.	175,775				
AVERAGE			54013	50907	37263
LOW			52411	41442	30660
HIGH		67176	58627	52411	45615
DAYS ON DUTY		ND	ND	ND	ND
HAWAII, STATE OF	163,527				
AVERAGE			42955	44550	36772
LOW			38389	44550	24288
HIGH		50490	47520	44550	45683
DAYS ON DUTY		ND	ND	ND	ND

*Data are for school year 1983-84.

Source: Educational Research Service, Inc.

ADMINISTRATIVE SALARIES
(TWENTY LARGEST U.S. DISTRICTS)
1984-85

DISTRICT	MEMBERSHIP FALL 1984	SUPT.	DEPTY/ ASSOCIATE SUPT.	ASSISTANT SUPT.	SUBJECT AREA SUPERVISOR
DALLAS, TX.	128,145				
AVERAGE			67754	60027	42646
LOW			62478	49467	34838
HIGH		100045	73612	67569	45833
DAYS ON DUTY		226	226	226	226
BROWARD COUNTY, FL.	125,511				
AVERAGE			50729	58390	35857
LOW			46105	58390	32803
HIGH		93000	54413	58390	40913
DAYS ON DUTY		229	229	229	229
FAIRFAX COUNTY, VA.	122,705				
AVERAGE			62930	60791	45007
LOW			56200	60791	45007
HIGH		79450	73175	60791	45007
DAYS ON DUTY		237	237	237	237
HILLSBOROUGH COUNTY, FL.	113,218				
AVERAGE				51330	36566
LOW				51084	33592
HIGH		74687		52561	38043
DAYS ON DUTY		231		231	231
MEMPHIS, TENN.	108,085				
AVERAGE			49010	45178	29555
LOW			44200	41002	24856
HIGH		68536	57512	47814	34554
DAYS ON DUTY		226	226	226	226
PRINCE GEORGE'S CO., MD.	105,830				
AVERAGE				57568	41756
LOW				54665	34284
HIGH		76000		62344	44589
DAYS ON DUTY		220		220	220
SAN DIEGO, CA. *	100,353				
AVERAGE				62526	49493
LOW				60972	49493
HIGH		75285		64080	49493
DAYS ON DUTY		228		228	228
DUVAL COUNTY, FL.	98,849				
AVERAGE				54308	33540
LOW				48062	27169
HIGH		85778		56576	40523
DAYS ON DUTY		230		230	230

*Data are for school year 1983-84.

Source: Educational Research Service, Inc.

ADMINISTRATIVE SALARIES
(TWENTY LARGEST U.S. DISTRICTS)
1984-85

DISTRICT	MEMBERSHIP FALL 1984	SUPT.	DEPTY/ ASSOCIATE SUPT.	ASSISTANT SUPT.	SUBJECT AREA SUPERVISOR
MONTGOMERY COUNTY, MD.	91,365				
AVERAGE			66009		47881
LOW			62280		34908
HIGH		80000	75508		51492
DAYS ON DUTY		260	260		260
CLARK COUNTY, NEV.	89,735				
AVERAGE			56199		
LOW			47772		
HIGH		73000	60984		
DAYS ON DUTY		224	224		
JEFFERSON COUNTY, KY.	88,143				
AVERAGE			58407	55127	33176
LOW			56851	54490	26808
HIGH		76024	60631	56221	37960
DAYS ON DUTY		231	231	231	231
PINELLAS COUNTY, FL.	86,816				
AVERAGE			50964	48375	38278
LOW			47952	42192	31956
HIGH		70950	59000	51168	42744
DAYS ON DUTY		260	260	260	260

Source: Educational Research Service, Inc.

SCHOOL PRINCIPALS' SALARIES
(TWENTY LARGEST U.S. DISTRICTS)
1984-85

DISTRICT	SCHEDULED MINIMUM	SCHEDULED MAXIMUM	AVERAGE SALARY PAID	DAYS ON DUTY	AVERAGE SALARY PER DAY
NEW YORK, N.Y. *					
ELEMENTARY	43043	44938	46392	192	241.63
JUNIOR	46286	48183	49689	192	258.80
SENIOR	48808	52452	53348	192	277.85
LOS ANGELES, CA.					
ELEMENTARY	35537	56671	47388	197	240.55
JUNIOR	39681	59939	52211	197	265.03
SENIOR	40848	59939	53098	197	269.53
CHICAGO, ILL.					
ELEMENTARY	36498	51442	43289	213	203.23
JUNIOR					
SENIOR	36498	51442	43289	213	203.23
DADE COUNTY, FL.					
ELEMENTARY	35314	51918	47484	230	206.45
JUNIOR	36859	54189	49425	230	214.89
SENIOR	38471	56560	51367	230	223.33
PHILADELPHIA, PA.					
ELEMENTARY	34069	46175	ND	190	
JUNIOR	38816	47433	44443	190	233.91
SENIOR	38816	57224	45495	190	239.45
HOUSTON, TX.					
ELEMENTARY	26991	46886	40545	218	185.99
JUNIOR	29969	46886	42163	218	193.41
SENIOR	35760	52800	47891	228	210.05
DETROIT, MICH.					
ELEMENTARY	33438	41635	38567	ND	
JUNIOR	33438	41635	40058	ND	
SENIOR	36659	44696	40499	ND	
HAWAII, STATE OF					
ELEMENTARY					
JUNIOR					
SENIOR	ND	46260	35589	184	193.42
DALLAS, TX.					
ELEMENTARY	35894	48675	42249	217	194.70
JUNIOR	39981	54093	47611	217	219.41
SENIOR	44423	60103	51404	217	236.88
BROWARD COUNTY, FL.					
ELEMENTARY	33782	40107	37988	210	180.90
JUNIOR	36944	43270	39814	210	189.59
SENIOR	40107	46433	43486	210	207.08

*Data for New York are for school year 1983-84. Also, the Average Salary Paid includes longevity payments which are not reflected in the Scheduled Maximum.

Source: Educational Research Service, Inc.

SCHOOL PRINCIPALS'SALARIES
(TWENTY LARGEST U.S. DISTRICTS)
1984-85

DISTRICT	SCHEDULED MINIMUM	SCHEDULED MAXIMUM	AVERAGE SALARY PAID	DAYS ON DUTY	AVERAGE SALARY PER DAY
FAIRFAX COUNTY, VA.					
ELEMENTARY	27110	47694	42541	219	194.25
JUNIOR	32381	49392	48281	237	203.72
SENIOR	34640	52799	52132	237	219.97
HILLSBOROUGH COUNTY, FL.					
ELEMENTARY	33592	42452	36279	231	157.05
JUNIOR	34174	43139	37002	231	160.18
SENIOR	37648	47403	40705	231	176.21
MEMPHIS, TENN.					
ELEMENTARY	28824	41184	34111	206	165.59
JUNIOR	30984	44280	35882	206	174.18
SENIOR	35906	51298	43053	226	190.50
PRINCE GEORGE'S CO., MD.					
ELEMENTARY	28789	45692	41377	220	188.08
JUNIOR	28789	46794	43392	220	197.24
SENIOR	28789	47897	40512	220	184.15
SAN DIEGO, CA. *					
ELEMENTARY	30240	41640	40338	189	213.43
JUNIOR	31770	42790	42246	189	223.52
SENIOR	41064	53868	52800	228	231.58
DUVAL COUNTY, FL.					
ELEMENTARY	33000	40500	36605	232	157.78
JUNIOR	37000	43500	40144	232	173.03
SENIOR	40000	46500	43041	232	185.52
MONTGOMERY COUNTY, MD.					
ELEMENTARY	37592	51492	49997	260	192.30
JUNIOR	40277	54230	52265	260	201.02
SENIOR	42962	58617	56707	260	218.10
CLARK COUNTY, NEV.					
ELEMENTARY	31130	43344	40818	205	199.11
JUNIOR	32681	41701	42581	205	207.71
SENIOR	31130	47772	46280	224	206.61
JEFFERSON COUNTY, KY.					
ELEMENTARY	ND	39734	38323	206	186.03
JUNIOR		41626	40674	216	188.31
SENIOR		51116	50109	231	216.92
PINELLAS COUNTY, FL.					
ELEMENTARY	28149	50688	36609	212	172.68
JUNIOR	28149	50688	37968	212	179.09
SENIOR	37188	55752	45216	223	202.76

*Data are for school year 1983-84.

Source: Educational Research Service, Inc.

ASSISTANT PRINCIPAL'S SALARIES
(TWENTY LARGEST U.S. DISTRICTS)
1984-85

DISTRICT	SCHEDULED MINIMUM	SCHEDULED MAXIMUM	AVERAGE SALARY PAID	DAYS ON DUTY	AVERAGE SALARY PER DAY
NEW YORK, N.Y. *					
ELEMENTARY	37407	38574	39970	192	208.18
JUNIOR	37407	38574	39972	192	208.19
SENIOR	37407	38574	39550	192	205.99
LOS ANGELES, CA.					
ELEMENTARY	31824	49428	44252	229	193.24
JUNIOR	34575	52150	44328	197	225.02
SENIOR	34575	52150	44536	197	226.07
CHICAGO, ILL.					
ELEMENTARY	22183	32461	ND	184	
JUNIOR					
SENIOR	22183	32461	ND	184	
DADE COUNTY, FL.					
ELEMENTARY	27817	40895	35950	206	174.51
JUNIOR	29034	42684	37329	206	181.21
SENIOR	30304	44552	38992	206	189.28
PHILADELPHIA, PA.					
ELEMENTARY	ND	37017	32003	190	168.44
JUNIOR					
SENIOR	36113	48167	38796	190	204.19
HOUSTON, TX.					
ELEMENTARY					
JUNIOR	23804	36750	34508	193	178.80
SENIOR	25589	38220	35278	196	179.99
DETROIT, MICH.					
ELEMENTARY	26951	35575	32930	ND	
JUNIOR	26951	35575	34065	ND	
SENIOR	30635	39010	35901	ND	
HAWAII, STATE OF					
ELEMENTARY					
JUNIOR					
SENIOR	19276	38787	32669	184	177.55
DALLAS, TX.					
ELEMENTARY	30893	39414	35332	207	170.69
JUNIOR	30893	40204	36907	207	178.29
SENIOR	30893	41796	38056	207	183.85
BROWARD COUNTY, FL.					
ELEMENTARY	27456	33782	29354	210	139.78
JUNIOR	27456	33782	31437	210	149.70
SENIOR	30619	36944	33743	210	160.68

*Data for New York are for school year 1983-84. Also, the Average Salary Paid includes longevity payments which are not reflected in the Scheduled Maximum.

Source: Educational Research Service, Inc.

ASSISTANT PRINCIPALS' SALARIES
(TWENTY LARGEST U.S. DISTRICTS)
1984-85

DISTRICT	SCHEDULED MINIMUM	SCHEDULED MAXIMUM	AVERAGE SALARY PAID	DAYS ON DUTY	AVERAGE SALARY PER DAY
FAIRFAX COUNTY, VA.					
ELEMENTARY	25921	39836	35430	219	161.78
JUNIOR	27746	40791	40747	219	186.06
SENIOR	30927	49392	45529	260	175.11
HILLSBOROUGH COUNTY, FL.					
ELEMENTARY					
JUNIOR	27953	38729	32406	231	140.29
SENIOR	30215	41745	33836	211	160.36
MEMPHIS, TENN.					
ELEMENTARY	20736	28032	26014	206	126.28
JUNIOR					
SENIOR	22944	31056	28408	206	137.90
PRINCE GEORGE'S CO., MD.					
ELEMENTARY					
JUNIOR	25481	43487	ND	220	
SENIOR	25481	43487	39521	220	179.64
SAN DIEGO, CA. *					
ELEMENTARY	26070	35970	31691	189	167.68
JUNIOR	26070	37860	35338	189	186.97
SENIOR	26070	39750	38802	189	205.30
DUVAL COUNTY, FL.					
ELEMENTARY					
JUNIOR	17722	31890	28134	190	148.07
SENIOR	18208	32986	28278	190	148.83
MONTGOMERY COUNTY, MD.					
ELEMENTARY	32223	44370	42873	260	164.90
JUNIOR	32223	44370	44132	260	169.74
SENIOR	34908	47112	45590	260	175.35
CLARK COUNTY, NEV.					
ELEMENTARY	26928	41701	38592	205	188.25
JUNIOR	29645	37873	38558	205	188.09
SENIOR	29645	37873	37891	205	184.83
JEFFERSON COUNTY, KY.					
ELEMENTARY					
JUNIOR	ND	37689	36425	211	172.63
SENIOR	ND	39184	38193	211	181.01
PINELLAS COUNTY, FL.					
ELEMENTARY	25599	38346	36609	200	183.05
JUNIOR	24380	40172	37968	190	199.83
SENIOR	25590	45996	45216	190	237.98

*Data are for school year 1983-84.

Source: Educational Research Service, Inc.

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CLASSROOM TEACHERS' SALARIES
(TWENTY LARGEST U.S. DISTRICTS)
1984-85

DISTRICT	SCHEDULED MINIMUM	SCHEDULED MAXIMUM	AVERAGE SALARY PAID	DAYS ON DUTY	AVERAGE SALARY PER DAY
NEW YORK, N.Y. *	$14,527.00	$30,706.00	$28,941.00	187	$154.76
LOS ANGELES, CA.	$14,280.00	$36,133.00	$36,133.00	182	$198.53
CHICAGO, ILL.	ND	ND	ND	184	ND
DADE COUNTY, FL.	$16,000.00	$32,611.00	$25,392.00	196	$129.55
PHILADELPHIA, PA.	$12,333.00	$37,017.00	$29,055.00	190	$152.92
HOUSTON, TX.	$17,880.00	$31,760.00	$22,768.00	184	$123.74
DETROIT, MICH.	$15,929.00	$31,740.00	$26,780.00	ND	ND
HAWAII, STATE OF	$15,036.00	$33,936.00	$25,049.00	177	$141.52
DALLAS, TX.	$19,000.00	$31,000.00	$25,460.00	185	$137.62
BROWARD COUNTY, FL.	$16,125.00	$26,637.00	$20,716.00	190	$109.03
FAIRFAX COUNTY, VA.	$17,025.00	$43,898.00	$27,646.00	205	$134.86
HILLSBOROUGH COUNTY, FL.	$15,000.00	$26,455.00	$20,214.00	190	$106.39
MEMPHIS, TENN.	$15,290.00	$29,300.00	$20,629.00	180	$114.61
PRINCE GEORGE'S CO., MD.	$14,708.00	$34,228.00	$27,345.00	190	$143.92
SAN DIEGO, CA. *	$16,590.00	$31,018.00	$26,328.00	181	$145.46
DUVAL COUNTY, FL.	$14,500.00	$28,982.00	$20,520.00	190	$108.00
MONTGOMERY COUNTY, MD.	$15,561.00	$33,487.00	$29,883.00	191	$156.46
CLARK COUNTY, NEV.	$14,585.00	$29,671.00	$23,842.00	182	$131.00
JEFFERSON COUNTY, KY.	$13,485.00	$27,684.00	$22,731.00	181	$125.59
PINELLAS COUNTY, FL.	$15,000.00	$27,350.00	$20,499.00	190	$107.89

*Data for New York and San Diego are for school year 1983-84.

Source: Educational Research Service, Inc.

PROJECTED CURRENT EXPENDITURES PER PUPIL
(TWENTY LARGEST U.S. DISTRICTS)
1984-85

DISTRICT	MEMBERSHIP FALL 1984	COST PER PUPIL *	RANK	PERCENT OF DADE'S COST
NEW YORK, N.Y.	925072	$3,925.00	4	115.65
LOS ANGELES, CA.	543302	$3,174.00	11	93.52
CHICAGO, ILL.	431130	$3,247.00	10	95.67
DADE COUNTY, FL.	228062	$3,394.00	8	100.00
PHILADELPHIA, PA.	197477	$4,316.00	2	127.17
HOUSTON, TX.	187367	$2,846.00	15	83.85
DETROIT, MICH.	175775	$3,487.00	6	102.74
HAWAII, STATE OF	163527	$2,321.00	19	68.39
DALLAS, TX.	128145	$3,260.00	9	96.05
BROWARD COUNTY, FL.	125511	$3,455.00	7	101.80
FAIRFAX COUNTY, VA.	122705	$4,041.00	3	119.06
HILLSBOROUGH COUNTY, FL.	113218	$2,897.00	14	85.36
MEMPHIS, TENN.	108085	$2,204.00	20	64.94
PRINCE GEORGE'S CO., MD.	105830	$3,092.00	12	91.10
SAN DIEGO, CA.	100353	$3,628.00	5	106.89
DUVAL COUNTY, FL.	98849	$2,653.00	16	78.17
MONTGOMERY COUNTY, MD.	91365	$4,363.00	1	128.55
CLARK COUNTY, NEV.	89735	$2,490.00	18	73.36
JEFFERSON COUNTY, KY.	88143	$2,619.00	17	77.17
PINELLAS COUNTY, FL.	86816	$3,059.00	13	90.13
MEDIAN		$3,210.50		

Note: Rank 1 denotes district with highest projected cost per pupil.

*Cost per pupil has been computed by Educational Research Service, Inc. by dividing the total district's projected operating expenditures (per adopted annual budget) by K-12 student membership as of fall 1984. This cost is therefore somewhat inflated since it includes expenditures for adult programs and summer school. For Dade County, the true projected cost per full-time equivalent pupil is $2,778.

Source: Educational Research Service, Inc.

SUMMARY OF SELECTED PROGRAM EVALUATIONS

This section contains summaries of selected program evaluations conducted by the Office of Educational Accountability during calendar year 1984. These summaries are included in this document in compliance with the provisions of the Educational Accountability Act of 1976 (Florida Statutes 229.575) which requires that school districts annually report on the status of education including the results of program evaluations.

EVALUATION OF THE 1982-83 ECIA, CHAPTER II TEACHING/OUTREACH/PARENT INVOLVEMENT/ SKILL DEVELOPMENT PROJECT

February, 1984

The TOPS program funded by the Education Consolidation and Improvement Act (ECIA), Chapter 2, in the amount of $198,000 (for 1982-83) was established in 1979 in response to the multiple needs of elementary-aged Emotionally Handicapped (EH) students, their teachers and their families. It employs a full-services approach offering Teacher training, Outreach by community mental health agencies, Parent support and training, and Skill development through a diagnostic/prescriptive teaching model.

The 1982-83 TOPS program provided direct services via a demonstration site in the South Area and a replication site in the South Central Area (which was established in January, 1983). The two TOPS classes at the demonstration site (Howard Drive Elementary) served 14-15 students, all of whom exhibited severe emotional and/or behavioral difficulties. Both public and private schols referred students to this site. TOPS personnel gave highest intake priority to children who had displayed few, if any, signs of improvement despite previous placement in EH classes.

The replication site, located at Ludlam Elementary School, also had two TOPS classrooms and the TOPS students at this locale experienced the same full services model employed by TOPS in its demonstration site classes. Furthermore, the TOPS Training Team (composed of a psychologist, diagnostician, and demonstration teacher) provided on-going support to the "new" TOPS teachers at Ludlam and worked cooperatively with staff from a community mental health agency (Children's Psychiatric Center - CPC) in replicating a mental health component of the TOPS model.

In addition to providing support to the 1982-83 replication site (Ludlum Elementary), TOPS staff also continued substantial support to a replication site which had been established in 1981-82 (Vineland Elementary), and provided training to other DCPS teachers of EH students.

The "full services" TOPS model contained the following six components:

1. A highly structured academic program employing intensive diagnostic/-prescriptive evaluation from which the TOPS staff developed individualized instructional objectives for each TOPS student,

2. A classroom behavior management system,

3. A bus behavior management system,

4. Progress reviews and maintenance of anecdotal behavioral records for every TOPS student,

5. The development and implementation of parent training/support groups and,

6. Individual and group counseling/therapy to selected students and their families via contractual arrangements with community mental health agencies.

The evaluation addressed the extent to which essential project features had been implemented and the extent to which the project appeared to impact student behavior and academic achievement. Additionally, the evaluation assessed the extent to which project staff provided assistance to replication site staff as well as training to other DCPS teachers of EH students. Data collection activities included examination and/or statistical analyses of program records, observation of program activities, and interviews with program and community mental health agency personnel.

Results of this evaluation indicated that all essential elements of the TOPS instructional/behavior management system as well as the parent training/support groups and the individual and group therapy components were implemented at both the demonstration and replication sites. Analysis also showed that TOPS students, taken as a group, evidenced statistically significant improvement in two of the five measured aspects of their classroom functioning and behavior as assessed by the Quay-Peterson Behavior Problem Checklist. Similarly, students evidenced statistically significant gains in academic achievement as indicated by total scores and two out of five subtest scores on the Peabody Individual Achievement Test and achieved individual educational objectives at a rate four percentage points greater than expected. Finally TOPS personnel provided substantial support and assistance to the TOPS staff working at the Ludlum replication site and to other DCPS EH teachers, as well as to the 1981-82 replication site (Vineland), although the increase in numbers of children placed in Vinelands's TOPS classes as well as the class compositions made it difficult to continue the replication of the program as originally initiated.

As a result of these findings, the following recommendations are made:

1. Financial support should continue to be provided to this project.
2. Appropriate measures should be taken to insure that the project maintains all of its critical features at previously established replication sites including: a) control of the type of students who enter the project, b) adherence to appropriate student-teacher ratios, and c) maintenance of the full complement of support staff at all sites: (e.g. psychologists and diagnosticians).

EVALUATION OF THE MANAGEMENT ASSESSMENT CENTER
March, 1984

An assessment center is an assessment method that employs multiple techniques to evaluate behavior. The techniques can include written tests or interviews, but are most often limited to job simulation exercises. The subject's behavior is evaluated by a group of assessors, who pool their observations to form a final judgement. While industry has utilized the assessment center method for personnel selection since the 1950's, true assessment centers are relatively new in public education. For this reason, the Management Assessment Center (MAC) of the Dade County Public Schools is a unique project.

The MAC was developed in 1982 by Assessment Designs, Inc., a management consulting firm, under a contract with the state. The funds for the contract were provided under the provisions of the Management Training Act of 1981. The district, however, underwrites the annual operating budget of the MAC, which excluding assessor time is currently $75,985.

The basic content of the MAC process is based on the results of a job analysis of the district's school-level administrators conducted by Assessment Designs. The job analysis identified the following nine skills as necessary for successful job performance: (1) leadership, (2) organizing and planning, (3) perception, (4) decision making, (5) decisiveness, (6) interpersonal, (7) adaptability, (8) oral communication, and (9) written communication. The three exercises designed to assess the nine skills are: (1) an in-basket, (2) a parent conference simulation, and (3) a teacher observation simulation.

The primary function of the MAC is screening qualified candidates for the job of school-level administrator. Before a candidate can interview for a vacant position of principal or assistant principal, he/she must demonstrate through the MAC exercises the ability to successfully perform the job. Successful performance at the MAC means obtaining an average rating of four or more on a seven point scale for each of the nine skills. The skill ratings are provided by administrators (pay grade 36 or higher), who are specially trained to function as MAC assessors. The ratings are the composite judgement of three assessors, who evaluate the candidate during the day-long assessment process. (For more detailed information on the MAC process, see pages 4-5.)

The principal focus of the on-going evaluation of the MAC project is the validation of the procedure. Validation involves accumulating sufficient data on the procedure's process, consistency, and outcome to warrant confidence in decisions based on it. The validation of the MAC procedure is mandated by both legal and fiscal considerations. In reference to the legal consideration, personnel selection procedures have repeatedly been challenged in the federal courts on the grounds of "adverse impact." Adverse impact is a situation where a personnel selection procedure works to the disadvantage of a legally protected race, sex or ethnic group. While assessment centers have been legally challenged less often than some other personnel selection methods (e.g., paper and pencil tests), many assessment centers do exhibit adverse impact according to the literature. The MAC is no exception. Although limited in degree, the MAC exhibits adverse impact in the categories of race and ethnicity. And under this circumstance, the federal government's Uniform Guidelines on Employee Selection Procedures requires that the validity of the center be documented.

In reference to the fiscal consideration, it should be acknowledged that assessment centers in general are more expensive than other personnel selection methods. In the interest of cost efficiency, the district must determine if the resources allocated to the MAC are a worthwhile investment in the improvement of the selection of school-level administrators. The initial step in making this determination is the validation of the MAC. (For more detailed information on the validation issues of the MAC, see pages 6-8.)

The evaluation of the MAC project will take at least two years to complete, and it will produce two reports - a preliminary report and a final report. This document is the preliminary report and it focuses primarily on the MAC process. The MAC assessors, who are in a unique position to observe the process, were interviewed and surveyed after the completion of the first operational year of the MAC in 1981-82. Their responses at that time provided the basis for several conclusions, including: (a) the selection procedure of the MAC assessors has resulted in a disproportionately low number of Black assessors; (b) exposure to the MAC process tends to "sell" the assessors on this personnel selection method; (c) the assessor training procedure should be reviewed for possible improvements; (d) approximately 10% of the 81 original assessors are perceived to be of "questionable competence" due, for the most part, to "lack of motivation;" (e) there is an insufficient number of MAC exercises, given the perceived high rate of content leakage and the short test life of the exercises; and (f) the majority of the MAC assessors favor the continuation of the MAC. In brief, during its first year of operation, the MAC was still in the process of development. This understandably resulted in some start-up problems. The MAC staff, however, has been very responsive and most of these problems have already been addressed. Consequently, the assessors in general are very supportive of both the MAC staff and the MAC process.

Of greater importance than the MAC process, however, is the intended outcome of the process, which is the selection of better school-level administrators. The degree to which the MAC achieves this objective is a measure of its validity as a personnel selection method. Unfortunately, the validity of the MAC cannot be accurately calculated at this time, since the MAC incumbents had been on the job less than a year (some as few as three months) when their job performance was rated. For this reason, the evaluation to date has focused on the consistency of the process, which is a measure of reliability. Reliability, in turn, is a prerequisite to validity, i.e., if a process is not reliable then it cannot be valid. While the evaluation has noted some areas of concern, no clear reliability problem was identified. However, the inter-rater reliability, which is the most crucial reliability measure of an assessment center, could not be computed, because the existing MAC procedure does not generate the necessary data. Therefore, it is strongly recommended that the MAC staff incorporate the means for generating an inter-rater reliability index. Such an index would be valuable in objectively monitoring several areas of concern, including the effect of assessor training, the performance of individual assessors, and the assessment process in general.

An inter-rater reliability index would also provide information useful in scrutinizing the MAC candidate success rate, which the evaluation found to be comparably high. Assessment centers described in the literature generally report a success rate of approximately 50%. (This figure encompasses assessment centers in a variety of settings. The average success rate for assessment centers solely in the public education setting could differ, but there is currently insufficient data in the literature to make this determination.) The success rate for the MAC in the first year was 68.6%, and in the second year it rose to 72.7%. Of greater significance is the 73.4% success rate for reassessed candidates (i.e., candidates who were not successful in the first year); this figure represents a subsequent success rate of 87.3% for all candidates involved in the first year's assessment. It would appear then that almost every first year candidate was eventually successful. This is cause for concern because if the MAC after two assessment cycles is only eliminating 13 of 100 candidates from consideration, the subsequent validity as well as the cost efficiency of the MAC are likely to be very limited. This situation warrants the immediate attention of the MAC staff. (For the complete, detailed list of the conclusions, see pages 26-31.)

At the end of the second year of the evaluation, the final report will focus on the center's validity and on issues arising during the intervening time period. The final report in conjunction with this preliminary report will thus comprise the complete evaluation report of the MAC. It should then be clearly understood that this preliminary report is not an entity, and its review will not supplant a review of the final report.

EVALUATION OF THE 1982-83 ECIA, CHAPTER II
ELEMENTARY CAREER AWARENESS PROJECT
May, 1984

In 1982-83 there were eighteen elementary schools in the system with elementary career awareness programs. The Department of Career Education requested Chapter II funds to support career awareness instruction in seven of these schools. A total of $198,297 was granted, to be used for salaries and fringes for seven teachers, and for supplies and materials.

For comparative purposes, the schools which did not receive Chapter II support were included in the evaluation. Two major differences in the two groups were apparent at the outset: 1) all except one of the 7 Chapter II schools employed certified teachers as career lab instructors, whereas all except one of the 11 non-Chapter II schools employed assistants or aides in that capacity; 2) the Chapter II schools were better equipped than were the non-Chapter II schools in terms of the number of career work stations available for use. These differences reflect the advantages of a relatively long history of special funding for career education programs in the Chapter II schools, six of which had previously received ESAA funds.

Pre and posttest data on student performance were gathered from 5 Chapter II and 6 non-Chapter II schools, using a published, standardized test, the Fadale Career Awareness Inventory. A comparison between the Chapter II and the non-Chapter II schools revealed that the two groups did not differ on adjusted mean posttest scores. The groups did differ, however, in the consistency of performance. Whereas all of the Chapter II schools reflected gains in student performance beyond the .01 level of confidence, only half (3 of 6) of the non-Chapter II schools showed performance at this level. Two of the remaining three non-Chapter II schools failed to show gains at the minimum .05 level. On the basis of consistency of performance it was concluded that Chapter II funding did make a difference.

It was expected that this difference (in consistency) between the two groups would be explained by the presence of certified teachers and better equipped laboratories in the Chapter II schools. However, such was not the case. Although presence of teachers and quality of lab equipment were the most evident *observable* differences between the two groups, these differences did not, by *themselves*, contribute to an explanation of differences in test performance.

Using data collected in a survey of career lab instructors, and a statistical technique called *regression analysis*, four variables were identified that accounted for differences in test performance among the 11 schools. These were:

1. *Goal Agreement (GA);* a measure of the extent to which an individual instructor - whether certified teacher or not - was in agreement with a composite teacher ranking of selected career awareness goals. This variable was *positively* related to scores on the Fadale. The implication of this finding is that, although the presence of a certified teacher in the classroom is not critical, an orientation toward the goals of career education, congruent with that of certified teachers, *is* important.

2. Career Station Preference (CSP); a measure of the degree to which the instructor agreed with a composite teacher ranking of the relative desirability of the individual career work stations. This variable was negatively related to scores on the Fadale. That is, conformity to what teachers as a group tend to prefer in the way of work stations tended to reduce effectiveness in teaching career awareness. The most reasonable interpretation of this is not that teachers as a group make poor choices concerning work stations, but rather that there is considerable diversity in the needs of student populations, and that the effective instructor gives precedence to this fact.

3. Stations Completed (SC); the number of career work stations, on the average, that a student in a given school completed in an academic year. This variable was positively related to scores on the Fadale. The greater the number of stations completed, on the average, the higher the Fadale scores tended to be.

4. Additional Career Experiences(AE); the amount of class time spent on activities such as films, interviews, field trips, and research studies. This variable was negatively correlated with student test performance. This would seem to indicate that such activities as films, field trips, and the like do not contribute to career awareness learning. However, this variable was defined in terms of the amount of time that instructors reported as set aside for these activities. It is possible, therefore, that AE indicates more about how effectively this time is used than about the effect of such experiences on student test performance.

All four of the variables described above were found to be correlated with the number of years of experience teachers had in the career labs. The AE variable was found to be negatively correlated with experience. The newer instructors tend to make the most use of "additional career activities." The other three variables are positively correlated with experience.

The implication is that, with increasing experience, the instructors in the non-Chapter II schools can be expected to perform more like the teachers in the Chapter II schools, with accompanying increases in uniformity of student performance. However, an informed inservice program would provide a more efficient means of accomplishing this goal, and could avoid the undesirable increase in CSP (which while increasing with experience tends to depress student performance).

Based on the analysis, the following recommendations are made:

1. The elementary career awareness project should be refunded for another year.
2. The number of work stations completed per student should be increased where feasible.
3. Time spent on additional career experiences should be monitored to ensure that it is effectively utilized.
4. Requests for support related to the provision of inservice programs for career awareness personnel (such as the request for an educational specialist in the present proposal) should be granted funds.

EVALUATION OF THE 1982-83, ECIA, CHAPTER II
SCHOOL ALTERNATIVE VOCATIONAL EDUCATION PROJECT

August, 1983

The School Alternative Vocational Education (SAVE) project is funded under ECIA, Chapter II in the amount of $38,889 (FY 1982-83). SAVE operates in one junior high school (Rockway) and is directed at "unsuccessful, but not disruptive students who have sufficient cognitive ability to complete the school program". The project provides a "school within a school" setting for seventeen of these students at the ninth grade level (i.e., except for physical education and homeroom, the participants take all classes together). The project attempts to stimulate a level of motivation sufficient to produce positive behavior while increasing the students' degree of basic skills attainment. The project also stresses professional/career exploratory opportunities which include weekly guidance sessions with an occupational specialist, specific vocational training in selected subjects, and on-site visits and interviews with individuals who are presently employed in various occupational settings, Features of the program designed to effect positive changes on behavior and outlook include contracting with students and their parents to establish expectations regarding the level of achievement required for various grades, parental involvement via meetings or other interactions, small class size, use of positive reinforcements, and instruction through the development of academic "projects".

This evaluation addressed the following questions:

1. To what extent are project features described in the proposal implemented as described and as scheduled; and to what extent are they seen as unique as compared to features of previously experienced educational programs?

2. What are the perceived "costs and benefits" of the various project features?

3. To what extent do the characteristics of students currently in the SAVE project match those described in the program proposal?

4. To what extent does the SAVE project impact student achievement in the basic skills, attitudes toward school and studying, and other critical student behavior?

5. To what extent do students' parents believe project SAVE influenced their sons'/daughters' feelings about school, their careers, their families and themselves?

Data for this evaluation were obtained by examination of project documents and student records, interview/observation of project participants, pre and post-administration of the Survey of Study Habits and Attitudes, and surveys of parents and students.

Results of this study indicate that all but two of the project features were implemented as specified; the exceptions involving a more favorable student/teacher ratio and a modification of the counseling component to achieve a more flexible "when needed" approach to scheduling. The project was actually initiated in November of 1982, instead of September, as originally specified. The vast majority of comments made by students and the project teacher in reaction to the "costs and benefits" of the various project features were extremely positive; the few "costs" mentioned concerned infrequently occurring cases of negative affect generated by student participation in group counseling, the amount of energy that had to be expended by the teacher in utilizing student projects as an instructional approach and the need for project students to take vocational instruction from other Rockway teachers, not all of whom possessed the flexible approach to instruction used in the SAVE classroom. Students viewed SAVE as unique, compared to other, previously experienced, educational programming.

Students enrolled in the project met the criteria which had been specified in the program proposal.

The project had a positive effect on Stanford Reading Comprehension and Mathematics Computation scores and student attitudes toward school and studying. However, no appreciable impact on student attendance was noted.

Finally, students' parents saw the project as having a positive impact on their sons'/daughters' feelings about school, their careers, their families, and their self-esteem.

As a result of these findings, it is recommended that:

1. continuation of the SAVE project be supported;
2. non-project staff with whom project students come in contact (principally vocational education teachers) receive an orientation to (a) the unique needs of this population of students and (b) appropriate instructional/class management techniques.

Should consideration be given to expanding this project to other junior high schools, extreme care should be taken in hiring teachers to work with students of this nature. Such teachers should possess characteristics which are believed to have been vital to the success of this project (i.e., an extremely flexible approach to instruction, a high degree of tolerance for idiosyncratic behavior, an ability to successfully cope with large amounts of stress, and an abundance of skills in individual and group dynamics). Failing to hire teachers with these attributes, would likely limit the effectiveness of future projects of this nature.

EVALUATION OF THE 1983-84
ACADEMIC EXCELLENCE PROGRAM
September, 1984

The 1983-84 Academic Excellence Program (AEP) was a new district program designed to provide an enrichment curriculum for above average students in grades K - 6 and to assist them in maximizing their intellectual potential. Program services were provided at 24 schools for a total outlay of $650,000.

This program was previously piloted by the Gloria Floyd Community School in 1982-83 and received a very favorable evaluation from students, teachers, and parents alike.

While the goals and objectives for delivery of AEP services differed slightly at each school, instructional activities generally focused on the development of critical thinking, higher level cognitive processes, creative problem solving, and research methodology skills, as well as overall intellectual enrichment. Program delivery included a variety of models (e.g., full time, after school, pull-out).

The evaluation of this program focused on the process of program development and initial implementation. Data collection activities involved an examination of student participant rosters, on site observations of program activities by OEA staff and personnel from the Department of Advanced Academic Programs, surveying parents, students, administrators, and teachers via questionnaire and conducting interviews with program personnel. These evaluation activities addressed the following questions:

1. What were the demographic and academic characteristics of AEP students?

2. To what extent were the eligibility criteria set forth by individual schools (a) adhered to and (b) seen as "reasonable" in terms of selecting students able to cope with and profit from the enhanced academic programming intrinsic to the AEP?

3. To what extent have important aspects of program design, operation, and impact been satisfactorily communicated to all relevant parties (students, program school administrators, program teachers, regular classroom teachers and parents)?

4. To what extent did program teachers feel that AEP goals and associated instructional strategies were sufficiently well defined (or otherwise attainable) to enable them to design and implement a viable educational program?

5. What were the characteristics of the AEP as it was actually implemented in terms of the content which furnished a medium for instruction, and the kind and level of objectives which were pursued? How reasonable is it to assume that instructional activities actually undertaken have led to accomplishment of the objectives adopted for the program?

6. What were the general attitudes of all involved parties toward the AEP in terms of the possible costs and benefits?

7. To what extent were the AEP objectives adopted by individual program schools congruent with the general intent of Academic Excellence programming?

The results of this evaluation indicate that most program activities occurred as specified in the program proposals. Information obtained from the participant rosters indicate that approximately 1,400 (K-6) students participated in the program. The program was delivered at 24 school sites with 28 teachers providing instructional activities. Examinations of 1982-83 Stanford scores revealed that the majority of AEP students scored at appropriately high stanine levels to have been enrolled in the program. Additionally, all of Dade's major ethnic groups were substantially represented in the program. Adequate facilities were provided at most program sites and instructional materials that were available were reported as appropriate for the attainment of the objectives by most of the program teachers. The teachers providing instruction at the four schools with after-school delivery models expressed concern that the compensation received for the extra period was not equitable. Rather than receiving a calculated percentage of their daily rate, they were compensated with "tutor" pay, which is considerably less than if calculated via the above mentioned formula.

The majority of participating students gave "high marks" to most features of the program; indicating that they had positive feelings about the work they did in their AEP classes and the effects of their participation.

Parents of participating students were very supportive of the program's design and procedures, felt that the program had positive effects on their children and felt that the integration between the AEP and regular education program was adequate. Parents did, however, provide relatively low ratings regarding the adequacy of their orientation to the program and their understanding of the criteria used for the selection of their children.

Program and regular teachers primarily agreed that having the AEP at the home school was desirable, and that the AEP should be scheduled during regular school hours. Positive responses were also given regarding the enthusiasm of school administrators toward the program, the positive effects of the program on the students and their own understanding of the goals and objectives of the program. Finally a majority of program teachers felt that they had not received sufficient inservice. While no inservice was provided for AEP teachers this year, a general meeting with Advanced Academic Program staff was held on one occasion. The vast majority of teachers felt that meetings of this type were beneficial and indicated a desire for additional opportunities to meet as a group.

School Administrators gave favorable marks to parental support for the program and, specifically, their desire to have the AEP continued next year. They did not feel, however, that program curriculum commonalaties should exist among all the AEP schools, or that eligibility criteria should be made more stringent. Administrators also felt that the program should not be limited to grades 4, 5, & 6, and that eligibility criteria should not be established at the District level. Finally, administrators were in favor of more inservice for program teachers and believed that parents were adequately informed as to their children's progress in the AEP.

In conclusion, the overall operation and effectiveness of the AEP were perceived in a favorable light.

As a result of these findings, the following recommendations are made:

1. Information regarding children's progress in the program should be more frequently provided to parents.

2. Teachers who teach the after-school programs should receive equitable compensation for the extra time required.

3. AEP instructional staff should be provided with additional inservice training. A survey of their needs might be made prior to the actual provision of such training.

4. Goals and objectives should be established for the program at the district level that are specific enough to enable the definition of suitable instruments to assess the impact of the program, yet sufficiently flexible to allow individual schools some latitude in accomodating differences in student population characteristics and instructional capabilities. The latter qualification addresses the evident reluctance of many respondents to support the notion that program curriculum commonalities should exist across all program schools.

5. An effort should be made to more adequately orient parents to the program and more clearly explain the admissions criteria.

6. If at all possible, the AEP should be scheduled during regular school hours at all program sites.

EVALUATION OF THE 1983-84
ECIA, CHAPTER II
TEACHING/OUTREACH/PARENT INVOLVEMENT/
SKILL DEVELOPMENT PROJECT
September, 1984

The 1983-84 TOPS program funded by the Education Consolidation and Improvement Act (ECIA), Chapter 2, in the amount of $238,385 was established in 1979 in response to the multiple needs of elementary-aged Severely Emotionally Disturbed (SED) students, their teachers and their families. It employed a full-services approach offering Teacher training, Outreach by community mental health agencies, Parent training and support, and Skills development through a diagnostic/prescriptive teaching model.

The full-services TOPS model contained the following six components:

1. A highly structured academic program employing intensive diagnostic/prescriptive evaluation from which TOPS personnel developed individualized instructional objectives and accompanying lesson plans for each TOPS student,
2. A classroom behavior management system,
3. A bus behavior management system,
4. Progress reviews and the maintenance of anecdotal behavioral records for every TOPS student,
5. The development and implementation of parent training/support groups; and
6. Individual and group counseling/therapy to selected students and their families via contractual arrangements with community mental health agencies.

The 1983-84 TOPS program provided direct services via one demonstration site in the South Area, and one replication site in the South Central Area (which was established in January, 1983). The two TOPS classes located in the South Area (at Howard Drive Elementary) served a total of 14-15 students, all of whom exhibited severe emotional and/or behavioral difficulties. Both public and private schools referred students to this site. TOPS personnel gave highest intake priority to children who had displayed few, if any, signs of improvement despite previous placements in EH or Learning Disabled (LD) classes.

The South Central Area site, situated at Ludlam Elementary School, also had two TOPS classrooms and the TOPS students at this locale experienced the same full-services model employed by TOPS at its Howard Drive site. It should be noted however, that part of the TOPS Training Team (i.e. the psychologist and the diagnostician) provided on-going support throughout the school year to the two TOPS teachers at Ludlam and worked cooperatively with staff from a community mental health agency (Children's Psychiatric Center - CPC) in replicating the mental health component of the TOPS model. Consequently, although the Ludlam site experienced all TOPS components, it did not enjoy the full complement of TOPS staff.

In addition to providing support to the South Central demonstration site, TOPS Training Team staff also supplied substantial assistance to EH teachers at Silver Bluff, Shenandoah, Chapman, and Howard Drive Elementary Schools.

The evaluation addressed the extent to which essential project features were implemented and the extent to which the project appeared to impact student behavior and academic achievement. Additionally, the evaluation assessed the extent to which project staff provided assistance to demonstration and replication site personnel and training to other DCPS teachers of EH students. Data collection activities included examination and/or statistical analyses of program records, observation of program activities, and interviews with program and community mental health agency personnel.

Results of this evaluation indicated that all essential elements of the TOPS instructional/behavior management system, the parent training/support groups, and the individual and group therapy components were implemented at both sites. Although all essential elements of the program had been implemented, certain needs in the areas of facilities (involving the addition of partitions) as well as staffing (involving additional diagnostician and psychologist resources) were noted which, if addressed, would more fully optimize service delivery. Analysis also showed that TOPS students, taken as a group, evidenced statistically significant improvement on four of the five measured aspects of their classroom functioning and behavior as assessed by the Quay-Peterson Behavior Problem Checklist. Similarly, students evidenced statistically significant gains on three out of five subtest scores of the Peabody Individual Achievement Test (PIAT) and achieved individual educational objectives at a rate six and one-half percentage points greater than expected. Finally TOPS personnel provided substantial support and assistance to the TOPS staff working at the Ludlam demonstration site and to other DCPS EH teachers, as well as to EH teachers at Silver Bluff, Shenandoah, Chapman, and Howard Drive Elementary Schools.

As a result of these findings, the following recommendations are made:

1. The project should continue to receive financial support.

2. The facilities at Ludlam should be moved or otherwise upgraded to ensure a more conducive learning and therapeutic atmosphere. More specifically, the office area and therapy rooms should be "partitioned off" from both classrooms, thus providing the students with an academic environment free from distractions (e.g. the constantly ringing phone, the staff continually speaking on the phone with parents, children discussing their problems and concerns during therapy sessions, etc.). Furthermore, adding these partitions will help ensure the confidentiality of student comments made during therapy sessions.

3. The training team diagnostician should be released from responsibility for also providing diagnostic assistance to TOPS staff at Ludlum. Other diagnostic resources should be added to the Ludlum TOPS staff, to insure that sufficient staff resources are available for the proper testing of students and the developing of appropriate diagnostic/prescriptive individualized educational plans. This would release the training team diagnostician from filling two positions and hopefully prevent "burn-out".

4. The TOPS training team psychologist should be released from responsibility for also providing psychological service to the TOPS students at Ludlum. Other psychological resources should be added to those already existing at Ludlum. This would "free-up" the TOPS training team psychologist to return full time to her role as a training psychologist, eliminating the need for her to fill one and one-half positions.

EVALUATION OF THE 1983-84
BEGINNING TEACHER PROGRAM
September, 1984

The 1983-84 school year marked the second year of the Beginning Teacher Program implementation within the Dade County Public Schools. One of the requirements for regular teacher certification in the State of Florida, is completion of the Beginning Teacher Program (BTP) which certifies that a beginning teacher has successfully demonstrated each of twenty-three generic teaching competencies. These competencies may be classified within the general categories of communications skills, basic general knowledge, technical skills, administrative skills, and interpersonal skills. The program facilitates the beginning teachers' attainment of these competencies by providing supervised support for a full school year. Details of the program's operational requirements and the nature of the program services appear in State Board rule 6A-6.75. In summary, this rule specifies that support is provided for a full school year by a support team which consists, minimally, of a building-level administrator, peer teacher, and one other professional educator.

A total of 911 individuals participated in the program as beginning teachers during 1983-84. Of that number, 86 were enrolled in the program midyear during 1982-83. All 86 of these teachers successfully completed the program during the 1983-84 school year. Another 550 teachers entered the program during August - October 1983, 367 of which met the criteria for program completion* by the end of the school year.** During February 1984, another 273 teachers were enrolled in the program. These teachers were not eligible to complete the program by June 1984.

The purpose of the 1983-84 BTP evaluation was to determine the extent to which mandated and appropriate procedures were implemented and to determine the extent to which the teaching performance of beginning teachers on major assessment categories had improved during the school year. Numerous evaluation activities were conducted for the purpose of obtaining relevant data on project activities and outcomes. These activities included the following: (1) interviews with a random sample of beginning teachers and their assigned support team members; (2) surveys of each program participant for the purpose of assessing perceptions of beginning teacher performance; (3) time/activity surveys to each program participant to obtain estimates of the time spent in BTP-related activities; and (4) reviews of relevant program documents.

Data obtained from evaluation activities form the basis for the following findings regarding the Beginning Teacher Program:

1. In the 1982-83 evaluation of the Beginning Teacher Program, numerous problem areas related to the program's implementation were reported. Considerable progress was made by project staff toward the implementation of each of the 1982-83 evaluation recommendations to improve the program. It was concluded that many of the improvements in the operations of the 1983-84 program are the result of the commitment of program staff to improvements and the effective utilization of the evaluation in program management.

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*(180 student days)

**The remaining 183 teachers have not as yet met the 180 student days requirement and have been carried over into 1984-85

2. At the majority of sites in which interviews were conducted, the major components of the program were implemented appropriately and as mandated. Specifically, training procedures were implemented for the purpose of providing an overview of program purposes and procedures. Most participants indicated that information relevant to the effective implementation of the program was communicated in the training activities. In cases where additional information was needed, sufficient direction was usually given by BTP project personnel.

   In the majority of cases, beginning teachers were assigned support teams. The support process generally involved each of the support team members. Most of the support team members reported giving at least a moderate degree of assistance to the beginning teacher(s) in areas related to each of the assessment categories. Beginning teachers, in turn, generally agreed that they had received at least a moderate degree of assistance in each assessment category and that the support team members fulfilled their major BTP roles and responsibilities. In the majority of cases, regular assessments of teaching performance were conducted, professional development plans were formulated and updated, and relevant BTP documents were on file.

3. Significant numbers of participants had a more positive perception of beginning teacher performance at the end of the school year than during the initial months of the school year. Significantly fewer of the beginning teachers and support team members rated the performance of beginning teachers as "weak." This was accompanied by significant increases in the number of participants who viewed the performance of beginning teachers as "strong." These findings were consistent across all of the participant subgroups and across each of the TADS categories. Since the TADS categories are correlated with the generic competencies, improvements in these categories are indicative of improvements on the generic competencies.

4. A variety of prescriptions was used to remediate the teaching skills of beginning teachers who received unsatisfactory performance ratings. Overall, data indicate that these prescriptions were effective in remediating deficiencies. Among the teachers who entered the program between August and October, there was a substantial reduction in the number of participants who were given unsatisfactory performance appraisals between the first and second semesters of the school year. Of the teachers who received unsatisfactory ratings during the first semester, 32% were unsatisfactory during the second semester.

   Of the building-level administrators who were interviewed and who had assigned prescriptions, most indicated that the prescriptions were effective. This was supported by most of the interviewed beginning teachers who had been assigned prescriptions because of an unsatisfactory summative assessment. Survey data also indicate considerable improvements in the perceptions of beginning teachers about their performance among those who reported that they had been assigned a remediation activity.

5. Some problems and areas of concern were reported by a significant number of participants that were interviewed. These concern areas related to program preparation and training, paperwork requirements, the identification of beginning teachers, and the utility of the program for experienced teachers.

Although many of the interviewed participants indicated that they were informed of and understood the major program requirements, a substantial number continued to experience some uneasiness. Many indicated that the training component of the program would be improved significantly if the training videotapes were replaced or supplemented with workshops in which specific questions could be addressed and immediate feedback could be given. Many also suggested further direction and, if possible, prototypes of documents such as the professional development plans.

Concerns regarding paperwork emerged primarily as a result of the professional development plan and the completion of some forms used in the evaluation of the program. This concern was expressed most often by administrators of schools having several beginning teachers.

A small number of beginning teachers who were interviewed had a considerable amount of full-time teaching experience. Most of these teachers and their administrators felt that the program was of little benefit to such teachers. This, however, is contradicted by the survey data. Data from the surveys indicate that the majority of teachers who had more than three years of full-time teaching experience prior to August 1983 perceived that the program had a positive impact upon their professional development.

RECOMMENDATIONS

Evaluation data indicate that the major components of the Beginning Teacher Program were appropriately implemented during 1983-84, and the program was perceived to have a significant and positive impact upon the majority of beginning teachers. Although some areas of concern were identified by participants, the frequency and severity of these concerns do not appear to adversely affect the operation or the outcomes of the program. A continuation of current efforts to improve the process component of the program is suggested.

The findings of the study form the basis for the following recommendations:

1. Improve the program training component by incorporating district, area, or school-level workshops for beginning teachers and peer teachers, contingent upon the availability of funds.

2. Continue the communication network between Staffing Control and the BTP office in an effort to identify and eliminate barriers to speedy identification of beginning teachers.

3. Continue the periodic monitoring of support teams to ensure that teams are functioning properly. This should continue to include a review of portfolios and verification of the existence and appropriateness of written professional development plans.

4. Continue the procedures that have been implemented to inform and update participants about the Beginning Teacher Program during the school year.

5. Conduct a study of the cost/effectiveness of the Beginning Teacher Program for experienced teachers with a study of the impact that the beginning teacher definition has upon the District. Findings of this study should form the basis for appropriate recommendations to the Department of Education.

EVALUATION OF THE 1983-84 ECIA, CHAPTER II PROGRAM DEVELOPMENT FOR THE ARTISTICALLY TALENTED PROJECT

October, 1984

The Program Development for Artistically Talented Project (ATP) was funded by the Education Consolidation and Improvement Act (ECIA), Chapter II, in the amount of $58,212. This project was designed to provide technical support to a locally-funded program for artistically talented students via development of a curriculum/program guide[1] and special funding for additional contracted teachers and a clerical support staff.

The local program, funded in the amount of $185,992, provided direct instructional services. The program served identified artistically talented elementary students in grades three through six. Of the original 180 students projected for the project (60 in Art, 60 in Dance, and 60 in Music), the project actually served 121 students (58 in Art, 38 in Dance, and 25 in Music). Students from the South and South Central areas were eligible to apply for this program of special talent instruction. The program students, identified through a process including nomination by their home school, teacher recommendations, and audition by a screening team received special instruction for 90 minutes per day, four days a week, in the area of their talent. Program students were enrolled full time at either Perrine or Moton Elementary Schools (3rd and 4th grade students were assigned to Perrine, 5th and 6th grade students attended Moton). The goal of the Talented Project was to extend experiences and learning in artistic areas beyond what was normally provided in the regular program Seven teachers (3 music, 3 art, and 1 dance) were involved along with the project coordinator, subject area supervisors, and school administrators.

The evaluation of this project was designed to assess the Chapter II-funded support project as well as limited aspects of the locally-funded (instructional) program. The results of this evaluation indicate that most (Chapter II) project activities occurred as specified in the program proposal. The program/curriculum guide, including all planned elements, was completed as scheduled, the clerical/support personnel were employed and satisfactorily utilized, and contracted guest artists were employed appropriately and favorably evaluated. Adequate facilities were provided at both project sites and instructional materials were, for the most part, regarded as appropriate for the attainment of the objectives by project teachers.

The majority of participating students gave "high marks" to most features of the project; indicating that they had positive feelings about the ATP, the things they learned in their ATP classes, and the effects of participation on their artistic expertise.

Parents of participating students were very supportive of the project's design and effects, felt that the project had a positive impact on their child's talent area, and that it should be continued next year. The vast majority of parents of 4th grade students attending Perrine anticipated sending their children to Moton next year to continue in the program.

Regular teachers indicated that the ATP students seemed to enjoy the program and "fit in well" with the rest of the class. Additionally, they felt that the (school) administrators appeared to be supportive of the program. Relatively low ratings were given to the adequacy of regular/ATP teacher communication, however.

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[1] Copies of the Curriculum/Program Guide are available from the South Area Office (contact Marcia Pennington, South Area Art Specialist).

Program teachers indicated that they were, for the most part, satisfied with the progress made by most students, the adequacy of supplies, materials, and facilities, and the entry level of most of the students selected for participation. However, relatively low ratings were given to the level of support received from "regular program" teachers, and only one-third of the program teachers indicated that they would like to remain in the program next year. In terms of specific areas requiring attention, the dance teacher indicated that provisions should be made to split the dance students into at least two ability levels, such that instruction of each of these groups could occur separately. The music teachers also indicated that the quality of the stringed instruments was a problem. Finally, all program teachers indicated that the frequent addition of new students into the program created problems with instructional continuity, and suggested that (at most) twice-yearly opportunities for program entry be provided.

Interviews with ATP school administrators indicated that although scheduling had been difficult the ATP was overwhelmingly supported by parents and staff members alike. Transportation was mentioned as a major problem. Students were on the bus for long periods of time and frequently were not picked up at the pre-established locations. The administrators also felt that the cooperation between the regular teachers and ATP teachers had not been optimal and that more referrals were needed to the program, specifically in the areas of music and dance. Administrators of both schools also indicated that the term "artistically talented" had generated some unfavorably-perceived connotations on the part of parents of "regular program" students, and that another term (both suggested "Fine Arts") might be used to describe the program. Finally, administrators felt that full-time (rather than part-time) clerical assistance should be provided to the Program.

As a result of these findings, the following recommendations are made:

1. Art, Music, and Physical Education teachers in potential feeder schools should be encouraged to identify more students for the program.

2. The name of the program should be changed from "Artistically Talented" to some other, less affectively-laden name such as "Fine Arts."

3. Transportation for program students should be improved. A special shuttle bus used exclusively to transport "Fine Arts" students would be beneficial.

4. To the extent feasible, students in each of the three artistic areas should be separated into groups of different ability to enable more sharply focused instruction.

5. Full-time (rather than hourly) clerical personnel should be assigned to each of the program schools.

6. Regular teachers should be encouraged to more fully support the program.

7. Pre- and post-assessment by an interdisciplinary team, to measure program impact should be made an integral part of the program.

8. Better quality stringed instruments should be provided for music students.

9. Students should be placed into the program at scheduled intervals rather than continually phased in throughout the year.

10. The practice of employing the contracted services of guest artists to enhance the program should be continued.

EVALUATION OF THE 1983-84 ECIA, CHAPTER II MOTIVATE AND STIMULATE FOR EXCELLENCE PROJECT

October, 1984

The 1983-84 Motivate and Stimulate for Excellence (MASE) Project was funded in the amount of $245,802 under the Education Consolidation and Improvement Act (ECIA), Chapter II. The project was designed to provide academically above-average students with enrichment activities to enhance their development of critical thinking and problem solving skills. Students were selected primarily on the basis of scores on the Cooperative Pre-School Inventory or appropriate versions of the Stanford Achievement Test, depending on their grade levels.

Project services were provided at ten elementary schools including nine schools that had MASE programs during the 1982-83 school year and one that did not have previous experience with this type of project (Lorah Park). The MASE project was to provide direct instructional services through full-time teachers in nine project schools and a half-time teacher in one project school.

The evaluation of this project addressed both the extent to which project activities occurred as specified in the program proposal (process) and the extent to which specific project objectives were attained (product). Data collection activities included examination of records, observation of project activities, surveying via questionnaire, and conducting interviews with program personnel. These evaluation activities addressed the following questions:

1. To what extent do project participants meet the criteria established for admission into the project?

2. How adequate are the project facilities and the quantity/quality of materials available for instruction?

3. To what extent do participating students evidence gains in the higher level cognitive thinking skills specified in the program proposal?

4. What are the general attitudes of students and parents toward this project?

The results of this evaluation indicate that most project activities occurred as specified in the program proposal. An exception to this generalization occurred with respect to a smaller-than-specified number of students served at some of the (smaller) project schools. The materials, supplies, and facilities to provide MASE instruction were judged adequate by the majority of project teachers.

Most project students reported positive feelings about the MASE program, the work they did in the MASE class, and the effects of their participation. Parents or participating students provided only moderately high ratings for the adequacy of orientation to the project and the adequacy with which they were informed of their child's progress in the project. Parents were supportive of the project's design and procedures and the vast majority indicated a desire for their children to continue to participate. The majority of parents also felt that the project had positive effects on their children and that integration between the MASE project and the regular education program was good. In communicating with project teachers throughout the year, no comments regarding gross project inadequacies were noted. These teachers did, however, express a desire for continued opportunities to interact with one another for the purpose of sharing information regarding instructional resources and approaches. Five meetings were provided this year for the teachers to interact and share ideas.

The Developing Cognitive Abilities Test (DCAT) and Ross Test of Higher Cognitive Processes were used to determine the extent to which participating students evidenced gains in higher level cognitive thinking skills (analysis, synthesis and evaluation). Overall test data indicated that substantial increases in higher level cognitive skills were evidenced across all grade levels for participating students.

As a result of these generally favorable findings, the following recommendations are made:

1. Project schools with relatively small student enrollments from which to select participants should be permitted to serve fewer students than project schools with greater numbers of students.

2. An effort should be made to more adequately orient parents to the project, to more clearly explain the admission criteria and to keep parents more adequately informed of their child's progress in the program.

3. Program instructional staff should be provided with continued inservice training related to the operation of the project and instructional activities. A survey of their needs should be made prior to the actual provision of inservice training.

EVALUATION OF THE DCPS
SECONDARY GUIDANCE PROGRAM
October, 1984

This study reports an investigation of the Secondary Guidance Program within the Dade County Public Schools. The Secondary Guidance Program is the planned and systematic delivery of counseling, placement, consultation, information, testing, and community services. The purpose of the program is to provide the information and skills that students in grades seven through twelve need to make "self-directed, realistic, and responsible decisions affecting their lives."

Three components of the Secondary Guidance Program were studied: program activities; program management; and program impact. Numerous surveys were used to collect data relevant to each of these aspects of the program. In addition, a job analysis of guidance personnel was conducted. A summary of findings from the job analysis and from the data provided by administrators, counselors, teachers, students and parents is given below.

A. A set of evaluative criteria developed by counseling professionals was used in the study of the program's activities and management. Findings were compared with the criteria to identify critical weaknesses associated with the program in these areas. The greatest number of concern areas were identified in the area of program management. It was hypothesized that these weaknesses were most critical since problems in this area impact the capability of the program to deliver effective services.

B. A significant percentage of the counselors and administrators felt that factors related to program management negatively impacted the effectiveness of the program. These factors were inadequate facilities, insufficient clerical assistance, and inadequate allocation of counselors or lack of time.

   Additional data regarding program resources support the counselor and administrator data. According to guidance chairpersons, most schools lacked an information library and lacked an adequately spaced area for group counseling. A large number of counselors also indicated that offices lacked sufficient space and privacy to facilitate effective counseling.

C. The average number of students assigned to each junior high counselor was 458 students. In senior high schools a mean of 504 students was assigned to each full-time counselor. A review of guidance literature revealed an acceptable student load of 250 - 300 students per full-time counselor. At each level, the ideal counselor-student ratio of 250 students per counselor was exceeded considerably.

In most schools, there was no clerical staff -full-time or part-time-assigned exclusively to the guidance department.

C. Some features of the secondary guidance program were rated favorably by counselors and administrators and were felt to impact the program in a positive manner. These factors were (1) support from faculty, (2) support from administration, (3) support/cooperation of students, and (4) competency of guidance personnel.

D. Computer technology was not used extensively to enhance and expand the capability of the guidance program. Neither computer-managed counseling nor computer-assisted counseling were implemented in the majority of schools. Most schools did not have the equipment or the necessary software to implement such activities.

Even computer facilities necessary for adequate implementation of the current program were lacking. The computer terminal is often needed and used by guidance personnel to access student information that is used in the counseling process. According to information provided by guidance chairpersons, less than 40% of the schools had a computer terminal in the guidance area.

E. The job analysis revealed that most of the primary and secondary activities of secondary counselors facilitate the accomplishment of guidance goals and objectives. However, some activities were identified which are inappropriate and which tend to diminish the effectiveness of the counselors. These tasks may be considered clerical or administrative. Inappropriate primary and secondary tasks included:

1. Registering students.
2. Filing letters, reports, and other documents.
3 Reading computer printouts; detecting and correcting discrepancies between school computer and records; and verifying the accuracy of data.
4. Monitoring student behavior in the cafeteria, hallways, parking lot and/or other places.

F. A critical element in guidance program planning and development is the assessment of student needs. To a great extent, the relevancy of the program depends upon the utilization of student needs data in program planning. The majority of counselors and administrators indicated that surveying student needs is not implemented. Among the respondents who indicated that the activity was conducted, most felt that it was not adequate.

G. Outcome areas were identified in which a moderate or high percentage of clients had a need. Adequate services were provided in most areas of client needs. Need areas of students which were not adequately addressed were due primarily to inadequate implementation of the following services:

(1) group counseling; (2) assessment of students' vocational aptitudes and interests; (3) establishment and maintenance of guidance materials resource center for staff and students; and (4) provision of activities and counseling to help students develop decision-making skills. Only one need area for teachers was not addressed sufficiently. This was a result of the unsatisfactory status of service in assisting teachers to apply and evaluate counseling techniques.

H. The status of guidance services differed considerably between junior high and senior high programs. For most of the activities (87%) in junior high sites, most counselors felt that they were implemented adequately or that the service was not provided because of a lack of need. Based upon the responses of counselors, the services of the junior high programs were balanced since the status of most activities representing the major service and developmental categories were satisfactory.

The status of 56% of the surveyed activities were given satisfactory ratings by senior high counselors. The services of the senior high programs were less balanced than those of the junior high programs because many services which related to personal-social and career development were rated unsatisfactory. In the service categories, the senior high programs were weakest in guidance and information giving, career information and planning, and placement and follow-up.

I. When the impact of counselors upon guidance consumers was studied, the results were very positive. In each of the surveyed need areas, counselors were viewed as helpful by a moderate or high percentage of students and teachers. In spite of the discrepancies between junior and senior high schools with regard to the adequacy of services, these discrepancies were not manifested in the impact data. In most cases, differences between the percentages of students helped by a counselor within junior and senior high sites were very small.

The level of counselor help for teachers was very high. In most outcome areas, more than 70% of the teachers who had a need were helped by a counselor.

J. Substantial differences were observed in the extent of counselor helpfulness with respect to clients who requested assistance and those who did not seek assistance from the counselor. In each outcome area, the counselor had a high level of impact upon those clients who requested help, and a low level of impact upon those clients who did not request help. This finding is significant, particularly in rendering services to students, since most of the students with an identified need did not request help from the counselor.

RECOMMENDATIONS

The perspective accepted in this report is that the potential impact and effectiveness of the secondary guidance program cannot be attained until the capability to render a balanced and comprehensive delivery of services is realized. Consequently, recommendations focus upon program management. Recommendations for improvements based upon the findings of the study follow:

A. Provide additional guidance personnel and clerical staff to relieve the time counselors devote to clerical tasks, thereby allowing more time for providing counseling services to students.

B. Provide adequate facilities for group counseling.

C. Provide an unshared office with adequate space and privacy for each secondary counselor.

D. Conduct a study of the feasibility of computer-assisted counseling or computer-managed counseling to enhance and expand counseling services.

E. Provide adequate space and materials for the establishment and maintenance of a guidance resource library at each secondary site. Students who do not usually ask the counselor for assistance could benefit to a great extent from this type of service.

F. Review the current job activities of counseling staff and eliminate non-counseling duties.

G. Include as a component of program planning and development, the formulation of annual school-level plans for guidance programs based upon objective needs assessment data.

EVALUATION OF THE
COLLEGE ASSISTANCE PROGRAM

October, 1984

The College Assistance Program (CAP), a component of the College Admissions Services Office, was established in 1977 to encourage and assist the efforts of high school seniors to pursue post-secondary education. CAP advisors were assigned to provide assistance to students seeking 1) financial aid, 2) information about colleges and entrance examinations, and 3) help filling out applications. A second phase of the program was to establish a scholarship fund, administered by CAP, Inc., for needy students whose post-secondary education financial aid packages were insufficient.

In the 1977-1978 school year, CAP was initiated on a limited basis. Currently, there are 35 part-time CAP advisors in the 24 senior high schools in Dade County, allotted in proportion to the size of the senior class.

The evaluation of CAP was designed to examine the extent to which the program was 1) meeting its goals and 2) providing a worthwhile service. The evaluation was conducted by means of 1) survey instruments distributed to administrators and guidance personnel in the senior high schools, 2) interviews with administrators, guidance personnel, and students, 3) data collected for The Placement and Follow-up Reports by the Office of Student Support Programs, and 4) data supplied by the College Admissions Services Office. In some cases potential influencing factors were not well controlled, so caution must be taken in inferring that the changes found were a result of CAP.

This investigation sought to answer the following evaluation questions.

1. What are administrators' and guidance personnel's perceptions regarding the contribution and effectiveness of CAP activities in the guidance program?
2. What are the perceptions of school personnel regarding needed program changes?
3. How has CAP impacted on:
   A. the level of student knowledge regarding college admissions, scholarships/financial aid, and admissions testing?
   B. the number of students receiving scholarships/financial aid?
   C. the number of students attaining post-secondary education?
   D. the availability of individual assistance in college planning?
4. Are CAP, Inc. scholarships being distributed to needy students?
5. Has there been improvement in the fund-raising capability of CAP, Inc.?

Results

A. The overall perceptions of administrators and guidance personnel about CAP were very positive. Most rated the program as very effective and efficient, a successful program. Data from students who graduated from 1976 through 1980[1] showed a slight increase in the percentage stating they received adequate information regarding college admissions before CAP began, with a larger increase occurring after CAP's inception. The years prior to CAP did not reveal any increase in information about financial aid, but there was a definite improvement in this area after CAP began. The interview data on the seniors of 1984 indicated that an even larger percentage than in 1980 felt they received sufficient information in general. An increase was also seen regarding financial aid. Despite these gains, 25% of those interviewed, including juniors, responded that they had not received enough information about financial aid. Academically higher level seniors reported receiving the most information from CAP and were the group most satisfied with its services. Very few juniors reported that they had received the information they believed they needed. There appeared to be an increase in the number of students receiving scholarships and financial aid beginning with the first year of CAP and continuing over the subsequent year. Since 19/6, the first year for which data were available, there has been a trend towards increasing percentages of students attaining post-secondary education. This growth seemed to be slightly more pronounced after CAP began. More noticeable was the increased percentages of full-time students, which began the year CAP was implemented.

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[1] Data from The Placement and Follow-up Reports were not available for years subsequent to 1980.

B. There was a widely perceived need by administrators and guidance personnel to have CAP advisors available in most schools on a full-time, five days a week basis. In conjunction with this was the frequently mentioned remark that advisors should spend more time with students in the tenth and eleventh grades, and even begin some preliminary work at the junior high level in the form of assemblies. It was stressed that none of this should be at the expense of spending less time with the twelfth grade students. Another frequent suggestion was to have advisors engage in more outreach and publicity activities because many students who could benefit from the program's services were not sufficiently aware of CAP and/or were reluctant to seek out its services on their own initiative. Other recommendations for change included increasing advisors' salaries and providing offices with more space and privacy. Students echoed the needs outlined by the administrators and guidance personnel. They particularly emphasized a desire to increase the accessibility of the advisors through having them available five days a week and through outreach activities.

C. CAP, Inc. has increased the amount of funds it had available for scholarships since the early years of the program, although there was no increase for 1984. This money has been distributed to needy students according to records from the program. Interviews with CAP advisors reflect some inconsistency in the manner in which they recommend students for consideration for these awards, with some advisors excluding students applying to two-year colleges.

RECOMMENDATIONS

1. Increase funding to CAP to provide full-time, five days a week coverage in those schools that need extended service time.
2. Initiate a review of the classification of the CAP advisor position.
3. Increase the outreach and publicity activities of the CAP advisors to encourage wider student knowledge and use of CAP.
4. Encourage CAP advisors to begin more intensive work with students earlier in the eleventh grade.
5. Encourage CAP advisors to conduct assemblies for junior high students to increase their awareness of post-secondary education possibilities and facilitate better course planning.
6. Clarify the eligibility requirements for the CAP, Inc. scholarships with the advisors to insure an equitable distribution of funds.
7. Review current training procedures to ascertain whether they adequately inform new advisors.
8. Provide adequate office space and privacy for all CAP advisors.

EVALUATION OF THE 1983-84 ECIA, CHAPTER II
COMPUTER EDUCATION PROJECT
October, 1984

For the second year, the Department of Basic Skills sought Chapter II funds in 1983 to aid in supporting Dade County's computer education program, which had in three years' time acquired 680 computer systems spread throughout 150 schools. As stated in the original proposal, the funds were requested for the purposes of: a) the maintenance and enhancement of the existing microcomputer program; b) the continued development of a software consortium; and c) support services for CAI and CMI software.

A sum of $619,152 was requested; $248,358 was granted. One of the objectives (c, above) was dropped due to insufficient funds. The funding was increased at midyear by an amount of $96,046, some $80,000 of which was earmarked for schools which had Chapter 1 programs.

The project was evaluated by 1) reinterpreting the objectives of the project in the context of the funds granted, and 2) inspecting the pattern of expenditures. The evaluation found that all objectives, as redefined, were met. The following recommendation is made.

1. The ECIA Chapter II Computer Education Project should be refunded for another year.

A point related to Chapter II funding policies is noted in the discussion, dealing with the use of temporary funding sources in situations where the resource need is permanent.

EVALUATION OF THE 1983-84 ECIA,
CHAPTER II LEGAL PROJECT
October, 1984

The 1983-84 LEGAL (Law Education Goals and Learnings) Project has operated in the Dade County Public Schools (DCPS) since 1976 and was funded by the Education Consolidation and Improvement Act (ECIA) in the amount of $110,565. It is an authorized course of study emphasizing criminal and civil law areas and is presently offered as an elective for students in grades seven through twelve. During the 1983-84 school year, LEGAL Jr., LEGAL Sr., and LEGAL "infusion" courses were taught in over three-fourths of Dade County's junior and senior high schools, involving approximately 40,000 students.

In addition to its functioning as an authorized course of study, LEGAL also facilitates three sub-components: the Law-Related Field Studies Program (funded by Close Up Partners through Florida Close-Up, Inc.); the Attorneys and the Schools Program (sponsored by LEGAL in conjunction with the Young Lawyers Section of the Dade County Bar Association); and the Mock-Trial Competition Program (sponsored by LEGAL, the Young Lawyers Section of the Dade County Bar Association, and the University of Miami Law School).

These three sub-components provide the following services. The Law-Related Field Studies Program enables students from LEGAL classes to visit such law-related field study sites as courts, police departments, and the juvenile justice center. During the 1983-84 school year, over 875 students participated in this program. The Attorneys and the Schools Program helps LEGAL and other social studies classes present in-class mock trials and supplies attorneys to serve as in-class resource persons assisting pupils in their understanding of various aspects of criminal and consumer law. The county-wide Mock Trial Competition allows students participating in the intra-school mock trial competition the opportunity to compete against other schools in a county-wide mock-trial competion.

The evaluation addressed the following questions:

1. Has the LEGAL Project experienced an increase in student and school participation?

2. Have the LEGAL staff provided appropriate instructional support services to LEGAL teachers and students?

3. Have LEGAL personnel undertaken efforts to increase the number of school administrators who are aware of the project?

4. Has LEGAL made available appropriate in-service training to all LEGAL teachers?

5. Has the LEGAL Project maintained and/or enhanced the support it receives from local, state, and national organizations?

Data for this evaluation were obtained from information that was routinely collected as part of the LEGAL Project as well as gathered strictly for this appraisal. "Instruments" employed to collect this data included project activity logs, DCPS records, interviews with project staff, and questionnaires developed by the Office of Educational Accountability (OEA) in conjunction with LEGAL personnel.

Results of this evaluation indicated that the LEGAL Project greatly increased the number of students and schools participating in the program; provided appropriate instructional support services to LEGAL teachers and students; and expended considerable effort to increase the number of school administrators who were aware of the project. Additionally, the project made available appropriate in-service training to all LEGAL teachers; demonstrated that local, state, and national organizations maintained and/or enhanced their support for the LEGAL Project; and received positive evaluations of program products and activities from LEGAL teachers, resource personnel, and student participants.

As a result of these findings, the following recommendations are made:

1. The LEGAL Project should continue to be supported.

2. The LEGAL Project should consider conducting workshops and/or inservice training sessions covering the following topics: conducting mock trials, conducting law-related field experiences, utilizing community resources, and infusing LEGAL into other social studies courses.

3. The LEGAL Project staff should continue its efforts to increase administrators' and social studies department chairpersons' awareness of project activities by making presentations at junior and senior high area principals meeting and at social studies department chairpersons meetings.

4. Given the success of LEGAL at the Junior and Senior high school levels, it is recommended that consideration be given to expanding the support for law related educational activities at the elementary level. These activities are currently provided only minimal funding through a Florida Department of Education mini-grant.

EVALUATION OF THE 1983-84 ECIA, CHAPTER II
ARTICULATION FOR CAREER EDUCATION PROJECT
November, 1984

Articulation for Career Education, or ACE, is a project designed by the Department of Career Education to continue and expand the Articulated School-Based Management Plan (ASBMP), a program begun in 1981. A total sum of $57,966 in Chapter II funds was granted for the first year of this proposed 24 month project.

An evaluation of the ACE project was undertaken to verify that the schools currently included in ASBMP were monitored, and to observe and document the process of induction of new schools into the program. Personnel from the Department of Career Education were interviewed and their records examined. The following recommendations are made.

1. It is recommended that the Department of Career Education indicate a minimum acceptable level of supervision or monitoring for the regular ASBMP program (where regular is understood to refer to the schools already fully integrated into the program), in terms of some measurable criterion, such as visitations or visitation hours.

2. Should the Department of Career Education determine that the designated minimum level of supervision of the regular program cannot be maintained with the present level of resources, while the remaining schools are being inducted into ASBMP, it is recommended that any requests for additional funding to increase temporary monitoring capabilities be favorably regarded.

EVALUATION OF THE OCCUPATIONAL SPECIALIST AND PLACEMENT SPECIALIST PROGRAM

November, 1984

The Dade County Public Schools' (DCPS) Student Services Program is composed of many services which have as an overall goal the development of students' ability to understand and accept themselves, to have satisfactory interpersonal relationships, and to make rational and realistic decisions about their education and career. One component of the Student Services Program is occupational and placement specialist services. This component, which is mandated in the Student Services Act, focuses upon the development of students' ability to make rational and realistic career decisions.

The major goal of the occupational and placement specialist (O/PS) program is to provide assistance, information and experiences to all secondary students which will enable them to examine and intelligently select a career area appropriate to their ability and interests. This should assist them in being appropriately placed in the career area of their choice, whether it be oriented toward immediate employment, further education, or a combination of the two.

To increase the availability and quality of occupational and placement specialist services, the State Legislature (F.S. 233.0681) provided additional resources in the form of counselling personnel, referred to as occupational specialists. These counselors would provide career education in place of guidance counselors. The primary responsibility of the specialists would be to handle specialized assignments related to the goal of career education and its identified objectives.

Although many functions of the specialist's job are similar in junior high school and senior high school settings, there are some specialized tasks that specialists in both levels do not share. The specialist in the junior high setting focuses his/her attention on career information dissemination and reducing the number of dropouts while the senior high school specialist is involved with actual job placements and followup. To distinguish between the two, specialists in the junior high schools are referred to as occupational specialists (OSs) while those in the senior high schools are called placement specialists (PSs).

The evaluation of the Occupational and Placement Specialist (O/PS) Program sought to define the activities of the specialist, determine whether activities were appropriate to the job description, and assess the satisfaction of the program by specialists themselves, teachers, students and businesses with whom the specialist has contact.

Three types of data were gathered for analysis. A series of seven questionnaires were developed and distributed to specialists, teachers, students and business contacts as appropriate. A separate job analysis questionnaire was also sent to specialists in an attempt to define what they saw as their major job duties. Finally, a review of program documents--the Fall No-Show Search report and four quarterly activity reports--yielded information on selected student profiles and the type and frequency of contacts with students and the community.

All groups polled (specialists, teachers, students and business contacts) were asked their opinion of satisfaction with and/or effectiveness of the specialist. Overall satisfaction was evident with each group. Specialists overwhelmingly saw themselves as effective (PS-95.2%, OS-100%). Teachers reflected this opinion in a number of questions in their surveys. Positive comments to open-ended questions were four times as frequent as negative comments.

About one-half of all teachers who responded to the survey said that they had referred students to the specialist. When asked if they had observed an impact of specialist services on the student, the majority who had an opinion said that the specialist did benefit students. Similarly, student respondents said that the specialist was the most likely person they would seek for career counseling. A total of 33 positive comments by student respondents were noted on an item which requested comments, with one negative statement noted. Finally, 90% of the business contacts said that they were satisfied with specialists' services. Because all groups of respondents agreed that the specialist is effective or that they are satisfied with the specialist's services, it can be concluded that, in general, the specialist is effective.

A number of data sources were used to gauge and assess specialist activities. A review of program documents indicated that specialists' activities are appropriate (when compared with their job responsibilities). On the average, PSs assisted in 125 job placements for students. The 1983-84 Fall No-Show Reports indicated that PSs assisted one-third of all actual no-shows and OSs assisted 69% of all actual no-shows. Various group activities (e.g. field trips and class presentations) appeared to be a frequent method used to reach large groups of students.

One-third of all teacher respondents said they had had the specialist present in their class at least once during 1983-84 school year. In addition, almost half of all student respondents said they had contact with the specialist during the same period. Students were also asked about the type and frequency of contacts with the specialist. While the data yielded somewhat lower percentages than had been anticipated/desired, this may be due to the fact that the distribution of student respondents was concentrated in grades 7 and 10, so that most respondents based their answers on less than a full year's exposure to the specialist in that school. Overall, specialist activities were found to be appropriate and adequate.

Most specialists were of the opinion that they generally received support from their school administrators, their school guidance department and the central administrative offices. The one notable exception to this trend was seen in the responses by PSs to the question of whether the guidance department provided technical support. Here, the most frequent responses by PSs to whether technical support was provided by the guidance department were only "a little" or to "some" degree. When asked to name up to three things that inhibited their effectiveness, lack of clerical assistance was mentioned in seven cases and lack of administrative and/or faculty support in eight cases. Given the numbers of schools involved (24 senior highs and 46 junior highs), the concerns noted above cannot be considered excessive. Rather, efforts to address the perceived lack of support should be considered.

Specialists felt that they maintain high visibility and awareness of their program. However, both teacher and student data consistently indicated a need and desire for more contact with the specialist and more information on the specialist's services. This is indicated by the data when students were asked to give the name of their school's specialist. Less than one-half of the senior high school students (47.3%) did so correctly. Of the junior high school students, 70.8% were able to answer correctly. Teacher and student data indicate that the specialists' perceptions of awareness and visibility may be somewhat overestimated. It is recommended that specialists consider ways to rectify this situation.

Three primary problems were noted by the specialists with regard to their working conditions. Ten OSs indicated that their part-time status hindered their effectiveness. (For the 1983-84 school year, 15 OSs were on parttime status 50 hours every two weeks - due to budget limitations.) Twelve specialists (2 PSs and 10 OSs) indicated a need for either private work space or space for groups. Junior high specialists in particular noted this. Another problem mentioned by specialists concerned the use of telephones and telephone messages. As much of the specialist's job deals with community/business contacts, inaccessibility to phones and poor mechanisms for messages can inhibit the specialist's effectiveness.

Systematic and direct study of dropouts and potential dropouts presents many problems and requires resources (in staff time) far beyond those allocated to this evaluation project. However, preliminary study yielded the following: Analysis of the Fall No-Show reports indicates that less than one-third of senior high no-shows request/want PS assistance. Data from activity reports indicate that only 12.3% of early school leavers return to school. The identification process of potential dropouts in the junior high school level follows no standardized pattern resulting in high variability in the criteria used across all junior high schools. Statistics reported by specialists indicate that the most frequent grades for dropouts are 10th grade (36%) and eleventh grade (24.6%). Given these findings, the emphasis on dropout prevention is indicated. Since most dropout activity occurs in the senior high school level, prevention activities should continue to be emphasized in the junior high school level and possibly earlier than that.

Based upon these findings, the following recommendations are made:

1. Emphasize visibility and awareness of the specialist at the school level. Teachers and students in both secondary levels requested this.

2. Ensure adequate working space, both for individual and small group work, for all specialists. The greatest area of need appears to be on the junior high school level.

3. Consider expanding all positions of occupational/placement specialists to full-time. Part-time specialists, in particular, noted a lack of time to carry out job duties.

4. Consider indepth evaluation of dropouts and potential dropouts to determine the specialist's role and impact.

5. Develop specific criteria for use in identifying potential dropouts.
6. Provide adequate clerical assistance for the OS and PS.
7. Study the feasibility of separate phone lines and telephone answering machines for specialists in order to facilitate community and business contacts for placement and followup services, arranging for speakers and planning field trips.

EVALUATIVE SUMMARY OF THE
DADE COUNTY PUBLIC SCHOOLS
ELEMENTARY GIFTED PROGRAM
November, 1984

The Dade County Public Schools (DCPS) Elementary Gifted Program serves approximately 2,000 elementary-level students via 13 school-center programs and 12 recently implemented home-school-based programs. The school-center program involves transportation from the home school to the center for two days per week, whereas the home-school-based model provides for gifted instruction in the student's home school.

This evaluative summary involved the assessment of certain aspects of the Program from the perspective of parents and gifted program teachers. Surveys were sent to parents of all gifted students and visitations were made to all 25 of the program sites. The intent of the evaluation was to describe the planning, objectives and instructional activities which characterized the Program as well as parental preferences for those and other program features. Additionally, the number of students who had exited the Program during the 1983-84 school year (as well as reasons for this exiting) was documented.

Problematic areas noted by parents included the amount of time taken to identify and place children in the Program, their understanding of the standards used in grading, their knowledge of parent or other groups with special interest in gifted education; and regular-program vs. gifted-program interaction. Parents were, on balance, supportive of the criteria which were being used in the identification of students for the Program, the availability of "gifted teachers" for conferences, and the impact of the Program on their children in terms of behavior at home and the extent to which the Program had proven "stimulating" and "motivating." Parents were most supportive of creativity, problem solving, and communication skills as program objectives and were most supportive of content areas which included the qualitative pursuits and hard sciences (as opposed to the social sciences for example) as well as the notion of a full-time school for the gifted. Some differences between the responses provided by home-school-based, as opposed to gifted center programs were noted. Visitations to program sites revealed that virtually all instructors described objectives that fit within the framework of gifted programming and virtually all instructional approaches mentioned were relevant. Lesson plans appeared to be in good order at all but four of the 25 sites. Plans which were examined contained all important factors (with the exception of methods to evaluate student performance) in the majority of cases. Procedures to contact parents as well as regular program teachers appeared to be in place; however, as was also noted in responses to the parent questionnaire, communication with the regular program teachers and schools appeared to be problematic.

Finally, only approximately 7% of the Elementary Gifted pupil population had exited the Program sometime during the 1983-84 school year; the most frequently noted reason being that the students' families had moved.

In view of the findings of this preliminary evaluation, the following recommendations are made:

1. The process of student identification/placement should be reviewed toward the end of shortening the period of time from the initial consideration of a child for entry into the Gifted Program to the time of his/her eventual placement (or other decision).

2. All parents should be given the opportunity to participate in an orientation prior to, or coinciding with, the child's entrance into the Program.

3. Information regarding the existence of parent groups with special interest in gifted education should be more widely disseminated.

4. Information descriptive of the standards which are used to assign grades in the gifted program should be more widely disseminated to parents of program students. The relative lack of criteria for the evaluation of objective accomplishment (noted in the on-site visitations and examination of lesson plans) may be a sign that objective assessment methods, which should underly the assignment of grades, are lacking.

5. Procedures to enhance the communication with and cooperation received from regular program teachers (especially in the context of the gifted center program) should be explored and implemented on a trial basis to determine their utility. A certain amount of antagonism or lack of interest may be inherent in the nature of the interaction between these groups of professional educators, however.

6. To the extent possible, consideration should be given to increasing the exposure (time) allocated to gifted instruction, somewhat increasing the number of opportunities for the gifted to experience "off-campus" activities and reducing the size of the average class.

7. DCPS should explore the possibility of seeking an exception to the currently in-force statutes which prohibit the temporary reassignment of gifted students to the regular program if their performance in those classes begins to deteriorate.

EVALUATION OF THE 1983-84
ECIA, CHAPTER II
CENTER FOR URBAN/MINORITY EDUCATION PROJECT

November, 1984

The 1983-84 Center for Urban/Minority Education (CUME) Project was funded under ECIA, Chapter II, in the amount of $100,998. It was designed to address the unique needs of teachers, administrators and parents involved with schools serving primarily low-income/minority students. CUME's initial 1983-84 proposal stipulated that the project would focus on "efficient and effective use of human and material resources to be used in a collaborative structure of joint problem solving to promote a positive school climate in inner city schools," and requested approximately $250,000 to accomplish these tasks. Following the substantial reduction in funding (from that originally requested), the Project Director amended CUME's original proposal by deleting some of its 1983-84 goals. As a result of these deletions, CUME's focus remained unchanged, but several of the structures CUME proposed to achieve its goals were dropped. More specifically, CUME eliminated the establishment of a Project Advisory Council and a parent-community network. Additionally, the collaboration with the North Central Area's administrative staff, the Intergroup Relations Team and the Dade-Monroe Teacher Education Center in the proposed New Teacher Immersion Program designed to impact and address teacher attrition in the inner city schools did not materialize.

In short, for a number of reasons, the 1983-84 CUME Project did not concern itself with two (out of its initial four) areas of concern to the extent originally intended: namely fragmentation and high teacher attrition. Rather, the project focused its efforts primarily on professional preparation for inner-city teachers and, to a lesser extent, on the development of school-based organizational structures.

In summary, the 1983-84 CUME Project remained in compliance with its amended proposal throughout the school year. More specifically, a review of the CUME Educational Specialists' activity logs indicated that both spent between 75 and 95 percent of their time involved with activities designed to address problems defined during CUME's 1982-83 operation. Furthermore, analysis of responses to questionnaires showed that the workshops facilitated by the project staff were well performed and appropriate, given the nature of the problems. Finally, an examination of replies to a questionnaire distributed near the end of the 1983-84 school year suggested that approaches to problems offered during the various workshops were actually applied and perceived as effective by a large majority of the inservice participants.

In spite of these positive findings, however, it appears that the CUME Project, as reduced in funding and consequently scope, was unable to strongly impact inner-city school problems. In short, the relatively restricted efforts CUME employed to deal with inner-city school problems appeared to be substantially diluted due to the pervasive extent of difficulties encapsulated in most of the inner-city schools.

As a result of these findings the following recommendation is made:

CUME should be eliminated unless the project is sufficiently well supported to address other problems characteristic of inner-city schools, namely fragmentation and high teacher attrition. The efforts which CUME offered to develop inner-city school projects during the 1983-84 school year were certainly appropriate and relevant. The impact of these efforts within the participating schools, however, was probably minimal, compared to the vast range of problems which the inner-city schools are experiencing. An alternative to more fully supporting the project would include targeting only two or three of Dade's inner-city schools and addressing most, if not all, of the major problems in these schools during the 1984-85 school year.

The School Board of Dade County, Florida adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all as required by:

Title VI of The Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of The Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin.

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Age Discrimination Act of 1967, as amended - prohibits discrimination on the basis of age between 40 and 70.

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